

Research proposal

“Online teaching-learning Practices at Graphic Arts Institute: Status, Challenges and Way forwards



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List of Acronyms and Abbreviation

TVET: Technical and Vocational Education and Training.

MoE: Ministry of Education

BBS: Bangladesh Bureau of Statistics.

WB: World Bank.

DTE: Directorate of Technical Education.

GAI: Graphic Arts Institute.

BTEB: Bangladesh Technical Education Board.

ICT: Information and Communication Technology.

HOI: Head of Institute

SPSS: Statistical Package for the social sciences.

FGDs: Focused Group Discussions

F2F: Face-to-Face

LMS: Learning Management System

Abstract

According to global circumstance online teaching learning practices has introduced at GAI for academic purpose during covid-19 situations. This study tries to feedback from students, teachers and parents. Some unintended situations with technical difficulties has raised. The overall objective was to view on the current situation of this new teaching-learning practice at Graphic Arts Institute (GAI) and the specific objectives were to know challenges it has or might face and its solution in order to go forward in the learning process.

The study was designed based on literature review of other national and international study reports. We took out students, teacher and guardians of students who are 437 among 1278 an active part of this report. We arranged online question on google form also questionnaire was also provided offline and it was found to the lack of attention, lack of extra-curricular activities, lack of communication between teachers and guardians and mostly the lack of technical support as most of the students are attending the classes from rural area. It was reported during the FGD, they have willingly suggested that students need logistics and digital equipment's, internet speed provided from institute, LMS system must be apply, increase extra curriculum activities, monitoring, proper training, to develop communication among students, teachers and parents.

The institute and Government should take initiatives to develop following methods for ensuring effective online teaching learning practices at GAI.

Chapter-01

1.1 Background of the study

The trend of online academic education has been widely introduced while the Covid-19 period in Bangladesh. Like most other institutes, our institute as well had to switch to online platform to complete syllabus. Online teaching-learning practices is introducing for pandemic situation at Graphic Arts Institute (GAI).

For developing skills in online platform, an online teaching-learning practice is the essential part. The online teaching-learning practices can help students to learn things visually and because of this they can easily remember the things using digital contents. Teachers are also practicing and developing their IT skilled about the digital learning. Online teaching-learning practices at Graphic Arts Institute will help them to learn something new and gain knowledge. It is the key to overall development of performing communication with teaching material among the students, teachers and government education policy makers Bangladesh of Ministry of Education. However, there are various challenges in this sector.

There has been a global tendency the maximize the utilization of online academic education; this trend is precipitated by the need to provide equitable, efficient online teaching learning practices¹.

¹ BMC Medical Education, Published: 18 April 2022, Ahmad Zaghal

Online teaching learning demand has increased to ensure accessibility and affordability of education. Effective online learning can enhance students' performance. Achieving inclusive and quality education for all online teaching-learning practice is one of the powerful and proven vehicles for sustainable development now a days².

With the increased availability of the internet, students are able to access information anytime and anyplace that would normally be available only through traditional teaching-learning practices room. Technical issues are bound to happen in an online-only environment, some students being left behind, distraction and time management, online platform goes to the loss of many social aspects with online route, understanding course inspection, lack of in-person interaction. There are various solutions to skill in IT learning sectors for developing online teaching-learning practices³. Online distance learning meets the needs of an ever-growing population of students who cannot or prefer not to participate in traditional classroom settings. These learners include those unable to attend additional classes, who live in remote locations⁴.

This study will help us to find the status, challenges and way to overcome the challenges at Graphic Arts Institute.

² Elsie SophiaJanse van Rensburg , International Journal of Africa Nursing Sciences; Volume 9, 2018, Pages 73-80

³ oshua Stern, Ph.D, Introduction to Online Teaching and Learning

⁴ <https://www.wlac.edu/online/documents/otl.pdf>

1.2 Statements of the problem

For the online teaching-learning practices, students and teachers are separated geographically so that face-to-face communication is absent. Still, in the field of evaluation and teaching, this online teaching-learning practices has already encountered some unintended situations without internet access. So it has been observed they have difficulty adapting appropriately to this trend. We are conducting online teaching-learning practices but it is unknown to us the effectiveness of e-platform.

To develop this situations GAI has taken initiatives for improving online teaching-learning practices of students and teacher's performance.

1.3 Objectives of the study

We have an instructional objective that is to improve a user-friend in which an inspirational e-Learning environment in which students will learn skills, innovative, ensuring they have the best possible chance of gather knowledge in the learning process. According to instructional objective there is no research-based documents found for TVET sector to know the effectiveness of online teaching-learning practices.

The objectives of the study are as following:

- To get the present status of online teaching-learning practices at Graphic Arts Institute.
- To find the challenges of teachers of online teaching-learning practices at Graphic Arts Institute.
- To find the challenges of students of online teaching-learning practices at Graphic Arts Institute.
- To find the Way Forwards to overcome the challenges.

Research Question

As per the objective of the study the questions of this work are as follows:

- What is the current practices of online teaching-learning at Graphic Arts institute during covid19 situation?
- What are the challenges of teachers on online teaching-learning practices at Graphic Arts institute?
- What are the challenges of students on online teaching-learning practices at Graphic Arts institute?
- What are the Way forwards to overcome the challenges of online teaching-learning practices?

1.4 Scopes and limitations of study

This study explores that online teaching-learning practices will help to ensure remote learning, it will be manageable, and students can conveniently access teachers and teaching materials. The students have become self-directed learners and they will learn asynchronously at any time in a day.

Scope of the study:

- Only existing students & teachers selected by convenient process at Graphic Arts Institute.
- Data will be collected from Graphic Arts Institute in Dhaka city only.
- Data will be collected from online teaching-learning Key expert people/TVET Institutional Strengthening Expert.

CHAPTER-TWO. REVIEW OF LITERATURE

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, institutes and higher education facilities in most countries. There is a paradigm shift in the way teachers deliver quality education—through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face (F2F) learning to online learning can be an entirely different experience for the learners and the teachers, which they must adapt to with little or no other alternatives available. The education system and the teachers have adopted “Education in Emergency” through various online platforms and are compelled to adopt a system that they are not prepared for⁵.

E-learning tools for online teaching-learning practices have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools⁶. While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning⁷. Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement⁸.

⁵ A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning (Sumitra Pokharel, Roshan Chhetri

⁶ Doucet et al., 2020). <https://journals.sagepub.com/doi/full/10.1177/2347631120983481>

⁷ Doucet et al., 2020) <https://journals.sagepub.com/doi/full/10.1177/2347631120983481>

⁸ Doucet, A., Netolicky, D., Timmers, K., Tuscano, F. J. (2020). Thinking about pedagogy in an unfolding pandemic.

As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored⁹.

The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both teachers and the learners. Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Teaching-learning practices room, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programs¹⁰. They include options of workplace chat, video meeting and file storage that keep teaching-learning practices organized and easy to work. They usually support the sharing of a variety of content like Word, PDF, Excel file, audio, videos and many more. These also allow the tracking of student learning and assessment by using quizzes and the rubric-based assessment of submitted assignments¹¹.

The flipped teaching-learning practices room is a simple strategy for providing learning resources such as articles, pre-recorded videos and YouTube links before the teaching-

⁹ Petrie, 2020). <https://journals.sagepub.com/doi/full/10.1177/2347631120983481>.

¹⁰ Petrie, 2020; <https://journals.sagepub.com/doi/full/10.1177/2347631120983481>.

¹¹ Petrie, C. (2020). Spotlight: Quality education for all during COVID-19 crisis (hundrED Research Report #01). United Nations.

learning practices. The online teaching-learning practices room time is then used to deepen understanding through discussion with faculty and peers¹². This is a very effective way of encouraging skills such as problem-solving, critical thinking and self-directed learning. The virtual teaching-learning practices room platforms like videoconferencing¹³ and customizable cloud-based learning management platforms, such as Elias, Moodle, BigBlueButton and Skype are increasingly being used.

With the availability of a sea of platforms and online educational tools, the users—both teachers and learners—face frequent hiccups while using it or referring to these tools. Some of the challenges identified and highlighted by many researchers are summarized as follows:

Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy¹⁴. Many countries have substantial issues with a reliable Internet connection and access to digital devices. While, in many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning.

¹² Doucet et al., 2020, <https://journals.sagepub.com/doi/full/10.1177/2347631120983481>

¹³ Google Hangouts Meet, Zoom, Slack, Cisco, WebEx

¹⁴ Murgatroid, 2020, <https://journals.sagepub.com/doi/full/10.1177/2347631120983481>

The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable groups consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning.

The level of academic performance of the students is likely to drop for the teaching-learning practices held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding¹⁵.

Student assessments are carried out online, with a lot of trial and error, uncertainty and confusion among the teachers, students and parents. The approach adopted to conduct online examination varies as per the convenience and expertise among the educators and the compatibility of the learners. Appropriate measures to check plagiarism is yet to be put in place in many schools and institutions mainly due to the large number of student population. The lockdown of schools and colleges has not only affected internal assessments and examinations for the main public qualifications various state-level board exams, recruitment exams, university-level exams and entrance exams have been postponed across India due to the COVID-19 outbreak and national lockdown. Various entrance examinations have also been postponed/rescheduled. The education system in schools, colleges and universities across the country has been severely impacted due to the ongoing situation.

It is also possible that some students' careers might benefit from the interruptions. School time also raises social skills and awareness besides being fun for the children. There are

¹⁵ Sintema, 2020, <https://journals.sagepub.com/doi/full/10.1177/2347631120983481>

economic, social and psychological repercussions on the life of students while they are away from the normal schedule of schools. Many of these students have now taken online teaching-learning practices, spending additional time on virtual platforms, which have left children vulnerable to online exploitation. Increased and unstructured time spent on online learning has exposed children to potentially harmful and violent content as well as greater risk of cyberbullying. School closures and strict containment measures mean more families have been relying on technology and digital solutions to keep children engaged in learning, entertained and connected to the outside world, but not all children have the necessary knowledge, skills and resources to keep themselves safe online.

Majority of students do not have access to smartphones or TV at home in addition to poor Internet connectivity. There is no or less income for huge population due to closure of business and offices. Online face-to-face teaching-learning practices (video) is encouraged by most; however, some students (economically disadvantaged) have expressed that the face-to-face(F2F) online teaching-learning practices consumes more data packages. The teachers are in dilemma as to whom to listen to and which tools to adopt. Some think pre-recorded videos could help; however, this would restrict interactions. It is difficult to design a proper system to fit the learning needs and convenience of all students.

This chapter includes the population, sampling process, data sources etc. We also get here tools of data collection analysis method of the study. We have collected both type of qualitative & quantitative data that's why our data will be presented in different view. However, this chapter will present the overall study design.

3.1 Design of the Study

The Design of this study adopted for the study was descriptive survey design. This design is used to obtain information concerning the current status of the phenomena under study and to describe what exists with respect to variables or conditions in a situation.

3.2 Target population and sampling

Target population of this study are Existing students & Teachers of Graphic Arts Institute. Simple random & stratified, Census, Purposive/ Convenient sampling were used in different steps of the study for different sources.

3.3 Source of data and tools of data collection

Table 3.1 Sources of data & sampling

Data Source	Population size	Sample Size	Sampling	Tools
Students	1278	296	Simple random sampling.	-Semi-structured questionnaire.
Teachers	20	20	Census.	-Semi-structured questionnaire.
Teachers	1(Number of participants 10 for each group)	1(Number of participants 10 for each group)	Convenient.	FGD.
Students	12 (Number of participants 10 for each group)	12 (Number of participants 10 for each group)	Convenient.	FGD.

Parents	1(Number of participants 10 for each group)	1(Number of participants 10 for each group)	Convenient.	FGD.
Head of Institute	1	1	Census.	Interview.

Primary data sources are the existing students & Secondary data sources are the teachers. Mixed Method (using qualitative & quantitative data collection tools). Data will be collected from existing students & teachers to analyze the findings of online teaching-learning practices. Data were collected from 49 participants from GAI through online with google form and questionnaire was also provided offline. The data were collected during 09January–23 March 2022. The questionnaire was self-applied. We wished that representativeness be ensured by the following criteria: status (student), study field, location (urban, rural). Initially, 108 questionnaires were collected; we eliminated those that were not filled in completely.

Table 3.2 RQs & tools of data collection

RQs	Data source	Tools of data collection
RQ1: 1. What is the current practice of online teaching-learning at Graphic Arts institute?	Students Teacher Parents	-Semi-structured questionnaire. -FGD.
RQ2: 2. What are the challenges of teachers on online teaching-learning practices at Graphic Arts institute?	Teacher	-Semi-structured questionnaire. -FGD.
RQ3: What are the challenges of students on online teaching-learning practices at Graphic Arts institute?	Students.	-Semi-structured questionnaire. -FGD.
RQ4: What are the Way forwards to overcome the challenge of online teaching-learning practices at Graphic Arts institute?	Students Teacher Parents Head of Institute	-Semi-structured questionnaire. -FGD. -Interview.

The tools for data collection in this study was Semi-structured questionnaire,

Focus Group Discussion. The DTE the grades to the instructor with the expectation the instructor would maintain confidentiality and not disclose said information to third parties. After the data was obtained, the instructor analyzed and processed the data though SPSS software to calculate specific values. These converted values were subsequently used to draw conclusions and validate the hypothesis.

3.4 Methods of Data Analysis and presentation

Cleaned data will be encoding using excel & SPSS as per requirement. Data will be analyzed & presented using different graph & tabular formation. We used an integrative mixed method design or a “hybrid” design, combining components of both qualitative and quantitative research. This integrated data both in the collection process and the analysis. The type of design chosen uses diverse designs from mixed methods, in different stages of the research. The inquiry was based on a semi-structured questionnaire which combines closed items with open-ended items. We continued applying semi-structured interviews. The quantitative data from the survey represented the additional components. Qualitative methods were designed to assess the online teaching–learning processes, and the online teaching–learning outcomes were assessed by quantitative methods.

Chapter-04

Status of online teaching-learning practices at GAI

This chapter presents the status of online teaching-learning practices at GAI. The analysis of challenges and way forwards to overcome the challenges are presented in the following

chapter. During the covid19 situation, GAI, our institute had to switch to online platform to complete syllabus. We have seen students mostly from rural area and also from urban area are connecting to their teacher via internet in order to receive academic purposes with the help of verity of learning materials, thus we notice several objectives to be focused for functioning the teaching-learning practices at GAI. Some are given below:

4.1: Online academic activities

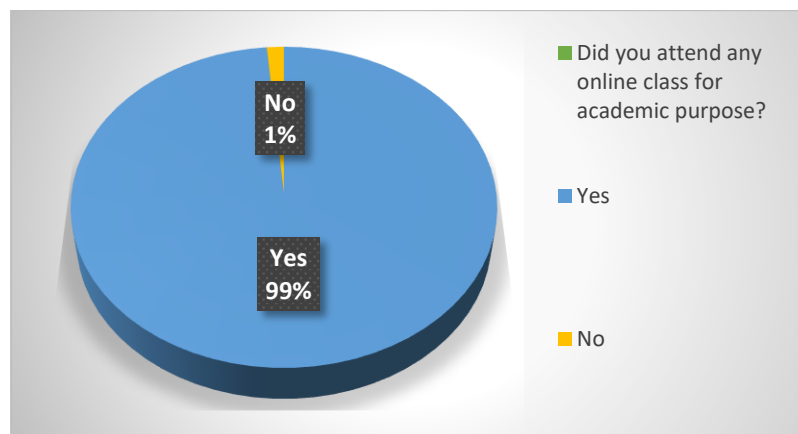


Figure 4.1: Attendance for Academic purposes

Figure 4.1 reports that during the online teaching-learning activities at GAI, almost all the students attended the online class for academic purposes.

4.1.1 Student's attendance per week

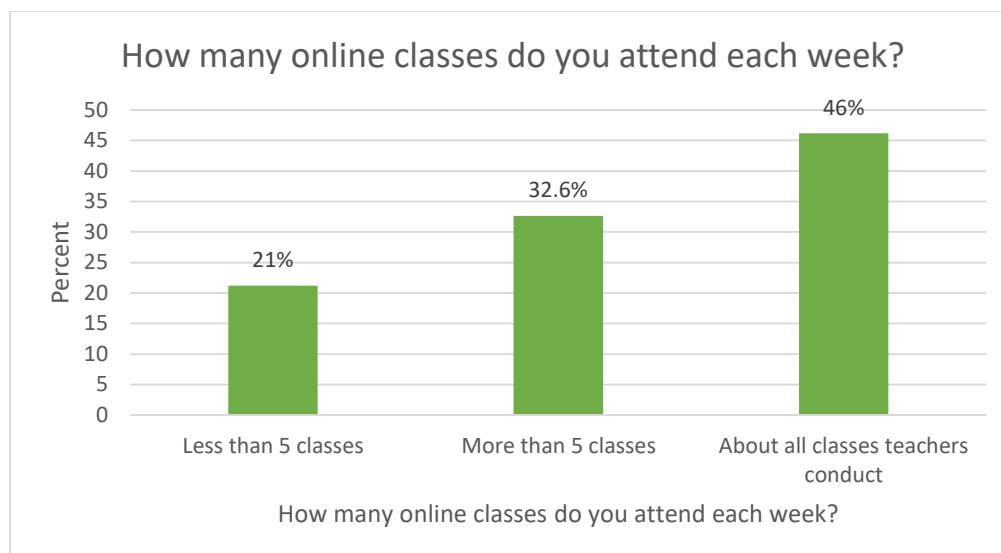


Figure 4.2: Students attendance each week

Figure 4.2 shows that status of student's attendance online classes per week. It was found that maximum number of students attended all the classes conducted by the teachers. But parallally it was found that about 55% of the students have responded to attend more or less than 5 classes.

4.1.2: Classes conducted per week

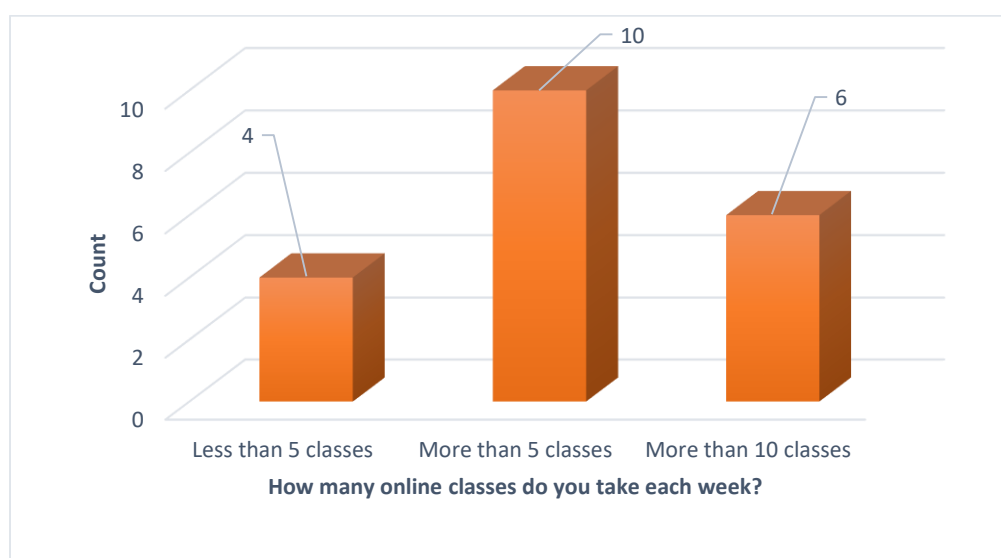


Figure 4.3: teachers take the online class each week

Figure 4.3 demonstrates that teachers took the online class each week. The 50% of teachers conducted more than five classes, and it was also been found that about 30% of the teachers had conducted more than 10 classes a week and on the other hand 20% of the teachers have conducted less than 5 classes a week.

4.1.3: Duration of class

Status of students performance when teachers have taken their teaching.

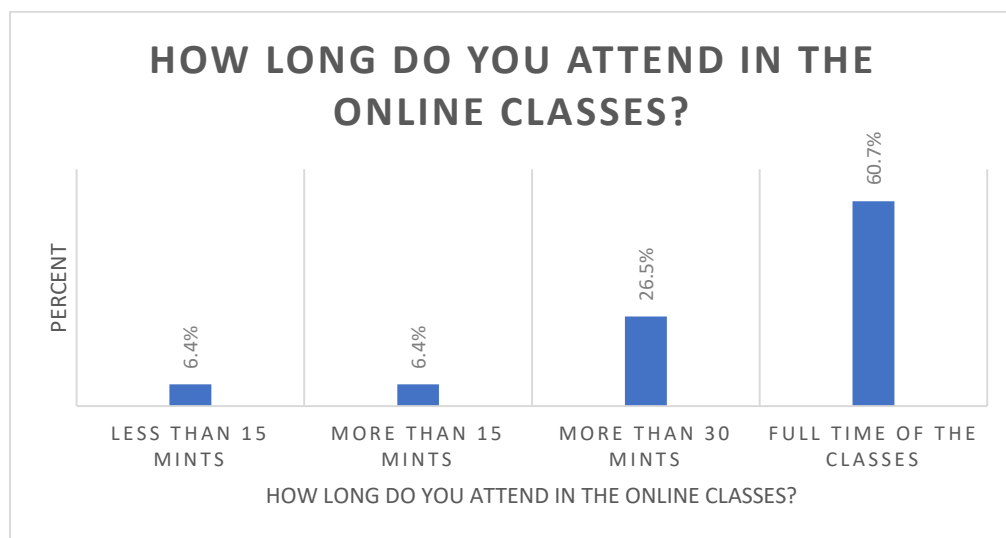


Figure 4.4: The time of class attended by the students.

Figure 4.4 shows the timeline of students attending the online classes. 50% of the students responded to be present the full time (40 minutes as the classes were taken in zoom.us) of the class and on the other hand rest of them responded to not be present more than 30 mins or even less than 15 mins.

4.1.4 Location of students and teacher during class

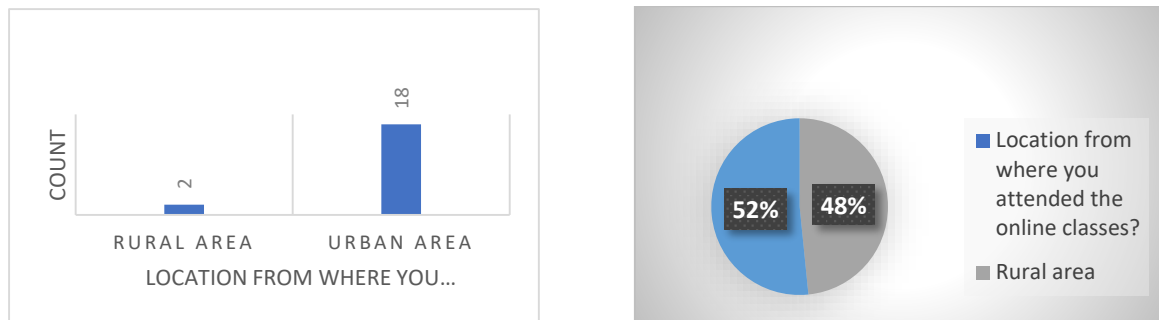


Figure 4.5: Location to attend the class

In the following figures it were to be noticed that most the teachers were from urban area so were half of the students and the other half students were from rural area. But other than students respond visible here in the FGD discussions the teachers have mentions most of the students were to be from the rural area thus facing a greater technical issue.

4.2 Percentage of students present in online classes.

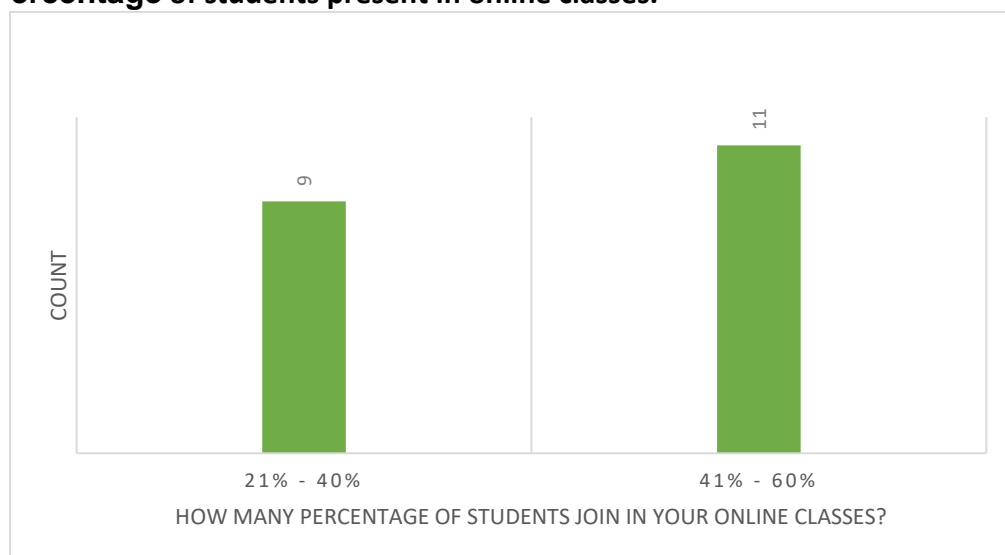


Figure 4.6 Percentage of attendance

The following figure shows that percentage of the students joining in the class was not satisfactory. It was found that about 50% students join and continue their learning

activities through online classes. Rest of 50% were not connected with teachers as well as institute.

4.3 Students satisfaction with learning

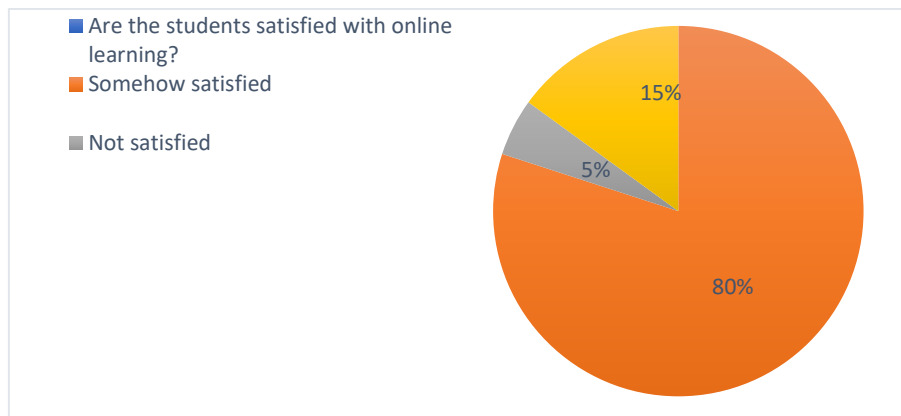


Figure 4.7 Students satisfaction

Figure 4.7 elastes that the saticfaction was obtained, but its just a slight more than enough. This was noticed in majority of the students. then other 20% are satisfied and rest of them are not satisfied.

4.4: Providing the learning materials

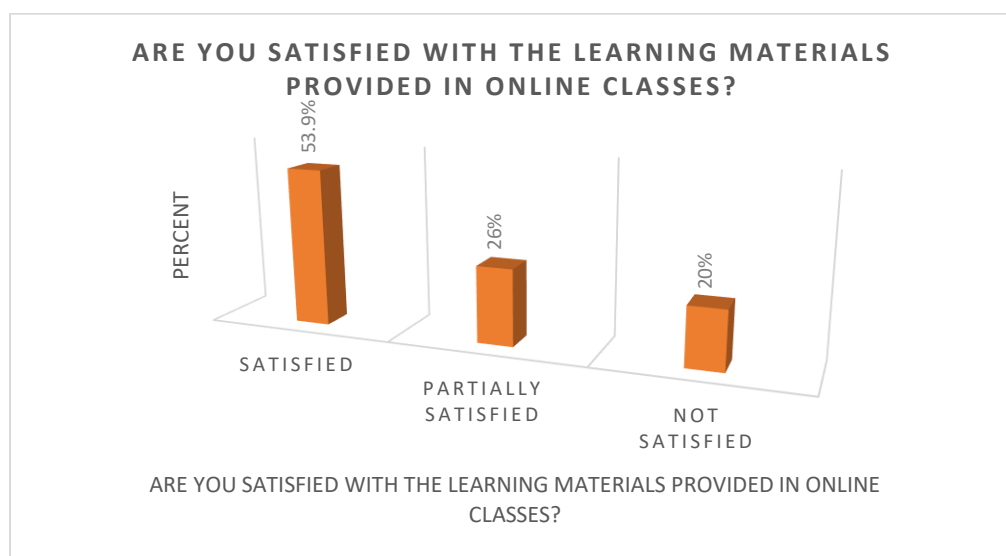


Figure 4.8: Providing the learning materials

The following chart present the providing learning materials in online classes such as PPT file,Notes,Project file,Job sheet etc. are introduced during academic activities. According to collecting data, most of the students are satisfied for getting materials.

4.5: Complete syllabus in time

The following table presents the status of complete the syllabus in time. It was found that 54% of the total respondents have agreed syllabus was completed in due time. But second largest about 44% were not agreed same.

Respondents Opinion	Teashers	Students	Percentage
YES	12	151	55%
NO	08	123	44%

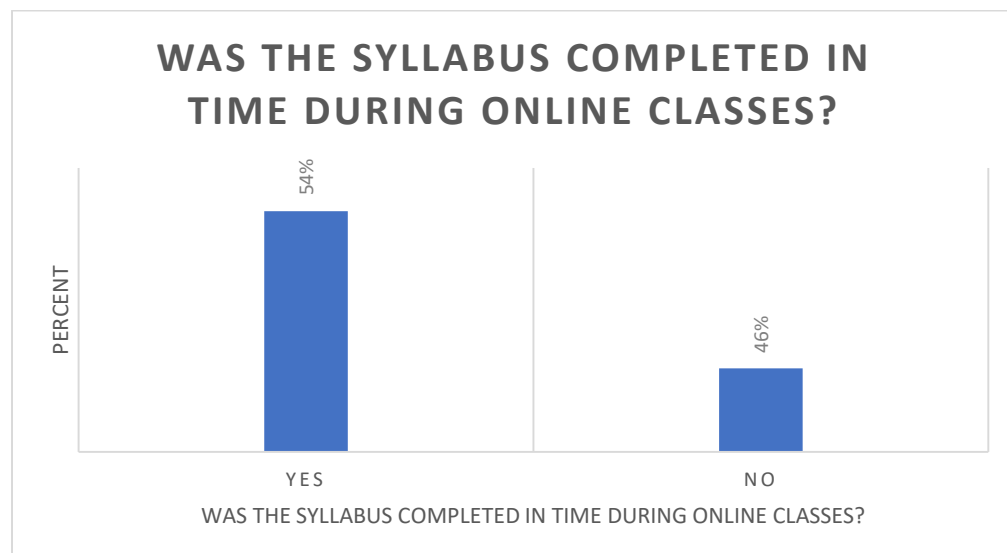


Figure 4.9 Complete the Syllabus in time

Figure 4.9 reports that more students were able to complete the syllabus in time.

4.6: Improving the academic result

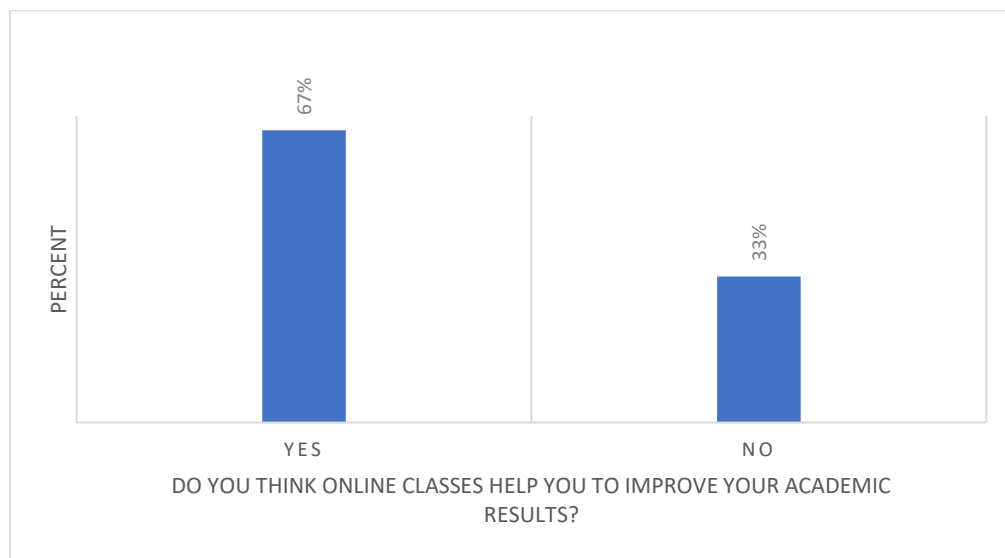


Figure 4.10 Improve the academic results

According to figure 4.10 it was found that the academic results of 2/3 of the students have improved. Whereas the result of 1/3 of the students have not improved as per their expectation.

4.7: Engaged in extra curriculum activities

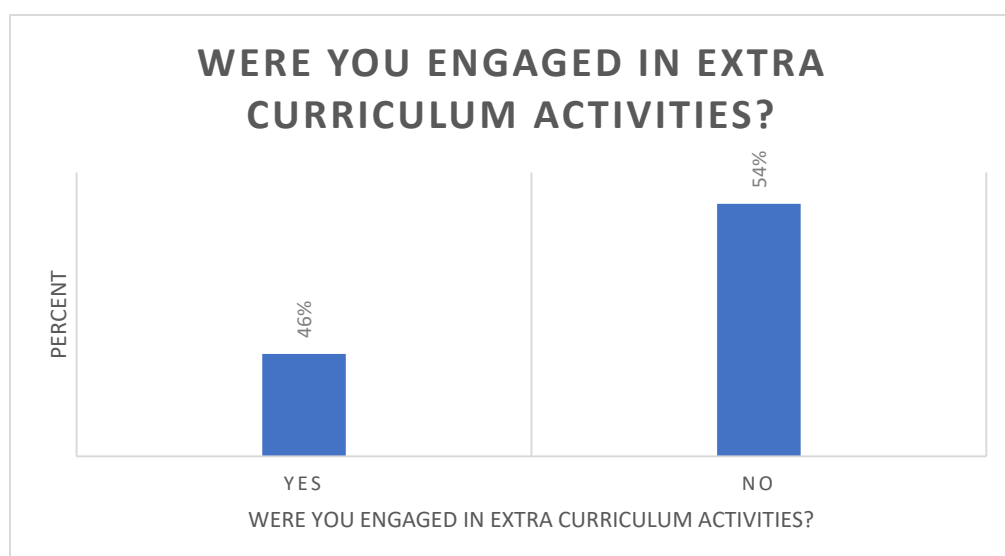


Figure 4.11 Engaged in extra curriculum activities

The chart presents that most of students were engaged in extra curriculum activities such as, quiz, debate, Programming contest etc. But it was found that more than half of the students were not engaged in any extra curriculum activity that help their online learning practices.

Chapter -05

There are some activities to continue at GAI from Covid-19 situations. Some issues and limitations were raised for maintaining the situation. this chapter presents these challenges and following chapter discussions on way forward to overcome the challenges.

5.1: Adaptability for a new purpose

Students capacity to be modified for a new purpose is presenting through this study. The following figure shows that most of the student's understanding about the new purposes teaching-learning practices at GAI was not identified. There are some limitations for adapting the class such as smart device, technical problem, lack of comfortable situations etc.

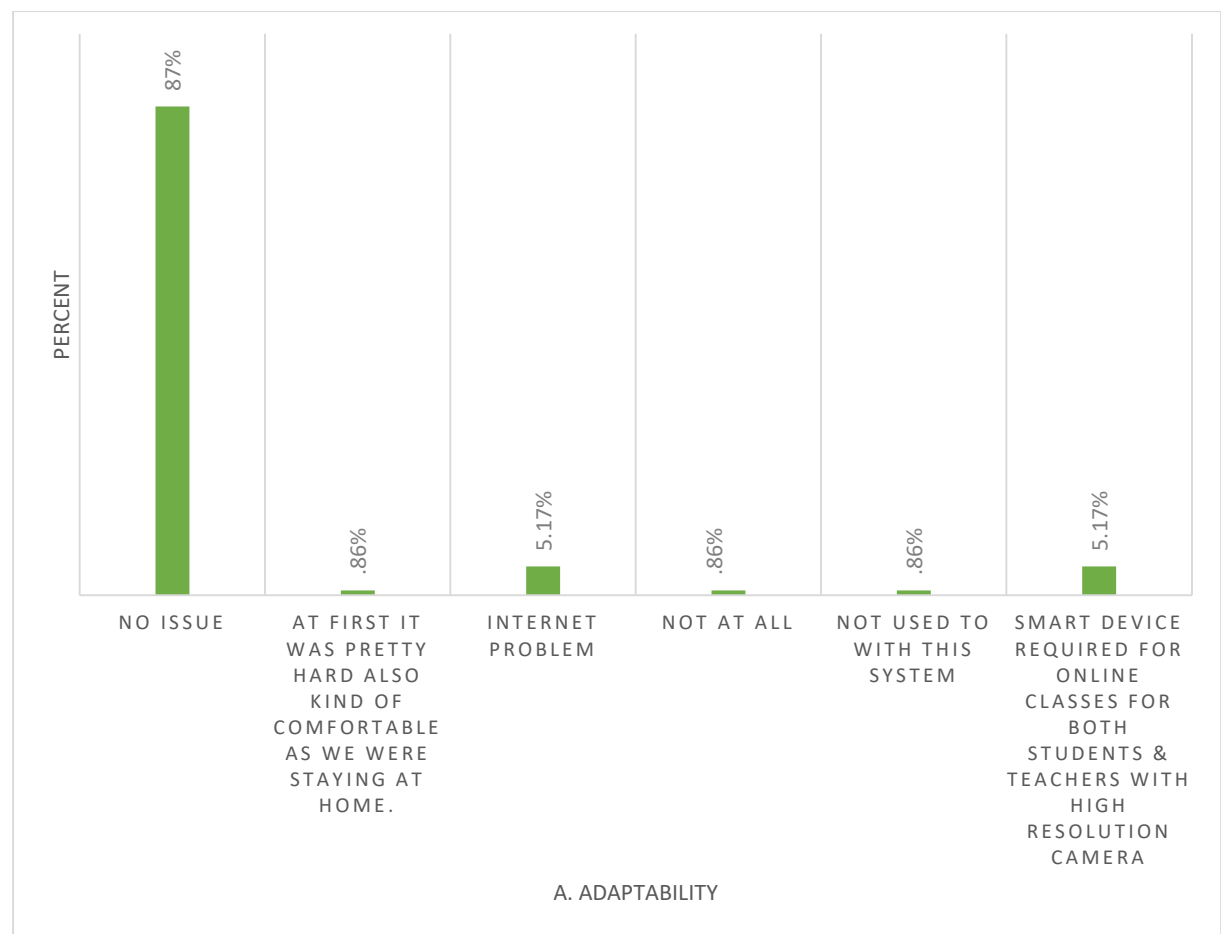


Figure 5.1 Students abaptation capability

5.2 Lack of attentiveness

An overwhelming most of the teachers agreed upon the importance of direct students- teachers' interaction in a class. Although 35% of the teachers entirely rejected this view.

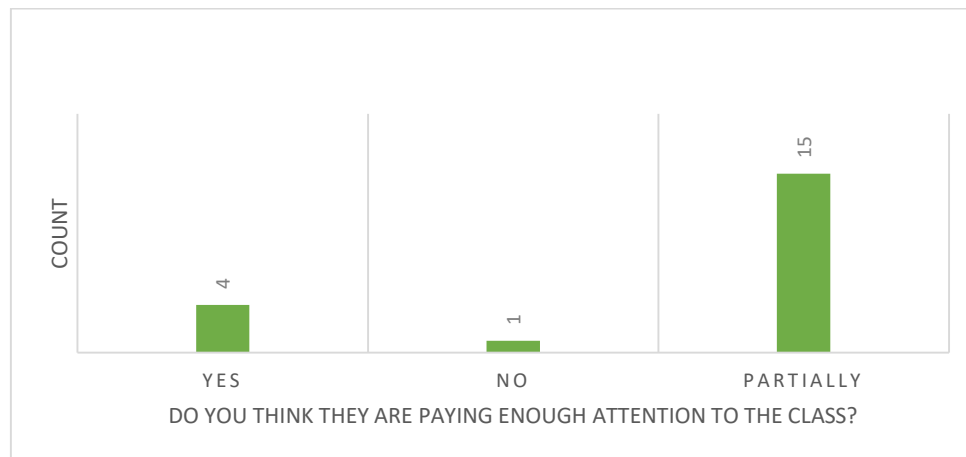


Figure 5.2: Students attentiveness with class

The figure presents that majority of the teachers think that most of the students are slightly attentive in online classes. This indicates almost all teachers were somehow satisfied with the current online classes.

5.2.1 Students Distraction

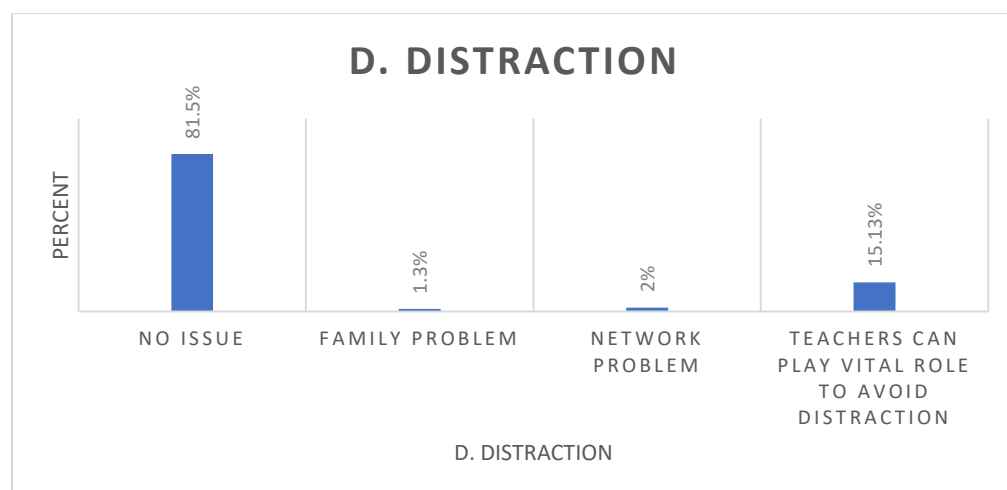


Figure 5.3 Students Distraction

The following figure shows that majority of the students had no viewed about distraction and referred they had not been facing any. But a few students opinioned that some things were interrupted to continue the class such as social media, family problem, network problem teachers attention etc.

5.3: Technical support

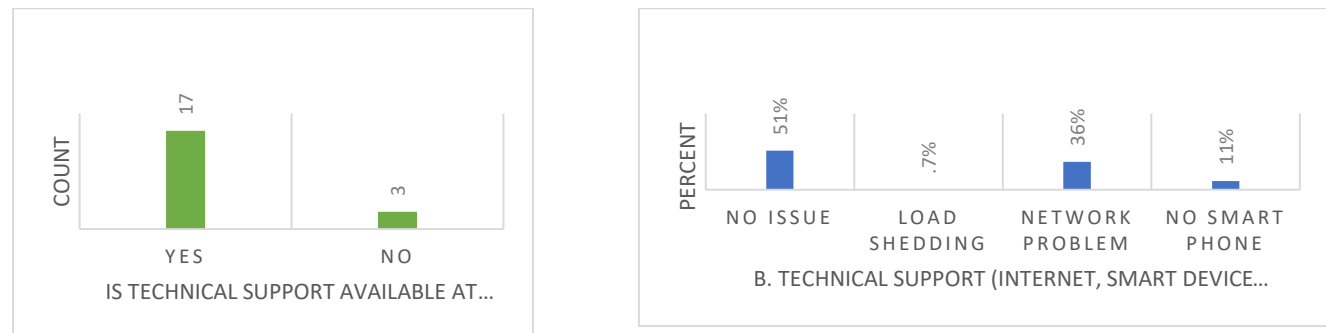


Figure 5.4 Technical support

The following figures show that teachers technical support were slightly sufficiently provided from the institute. About 70 students among the 135 respondents said that their technical support is getting poor. Their guardians as well as institute did not provide any support about the technical issues. But 65 students among the 135 respondents showed their positive remark.

5.4 Time management

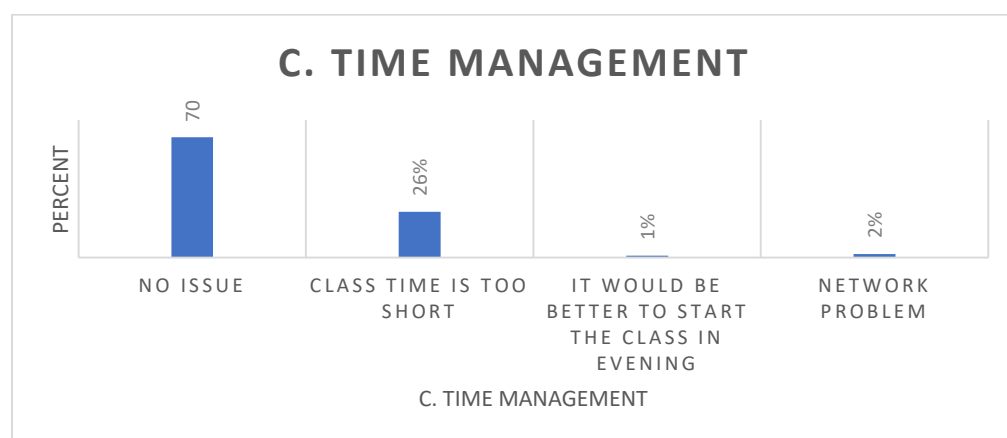


Figure 5.5 Time management

The following figure shows that time management of teachers was no issue for 23% of the students. But the other 12% agreed to increase the class time and rescheduled the time management and the rest had not put any opinion forward.

5.5 Practical learning

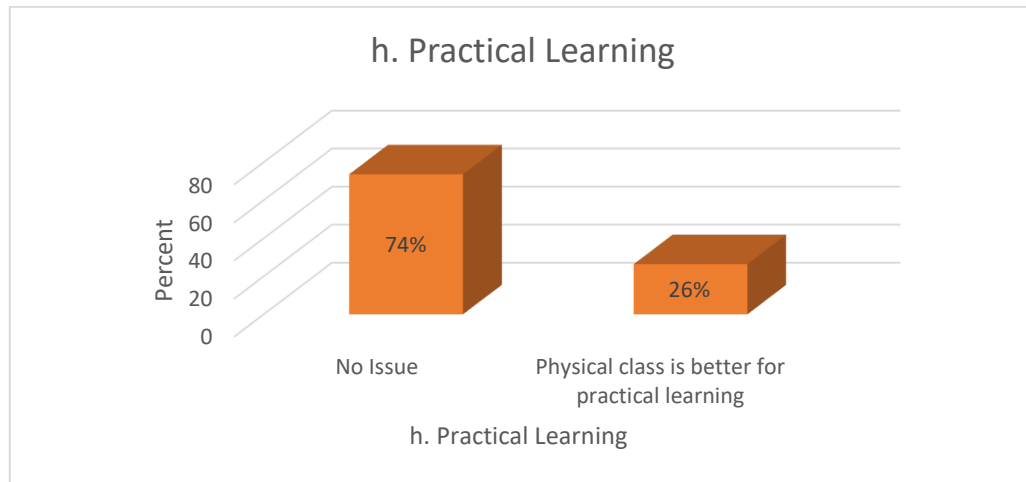


Figure 5.6 Practical Learning

The following figure shows that among 276 students only 65 students responded that they were not concerned about the satisfactory of practical learning. About 19% emphasized the physical practical class. But about 60% did not give their opinion.

5.6 Learning evaluation

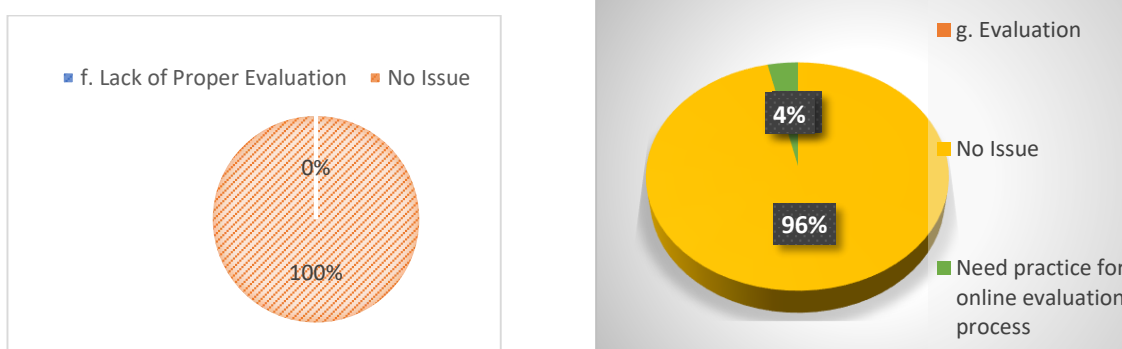


Figure: Learning evaluation

The following two figures present that teachers and students both highly agreed that while exam or other evaluation process attentiveness in class increases of online teaching-learning practices. But

a few students had put forward the demand of a better evaluation process. Although most of students were absent to take their opinion. From the FGD questionnaire for parents were seen that evaluation is a better option to receive attentiveness from students.

Chapter -06

Way forwards to overcome the Challenges of online teaching-learning practices

6.1. Sollution for technical difficulties

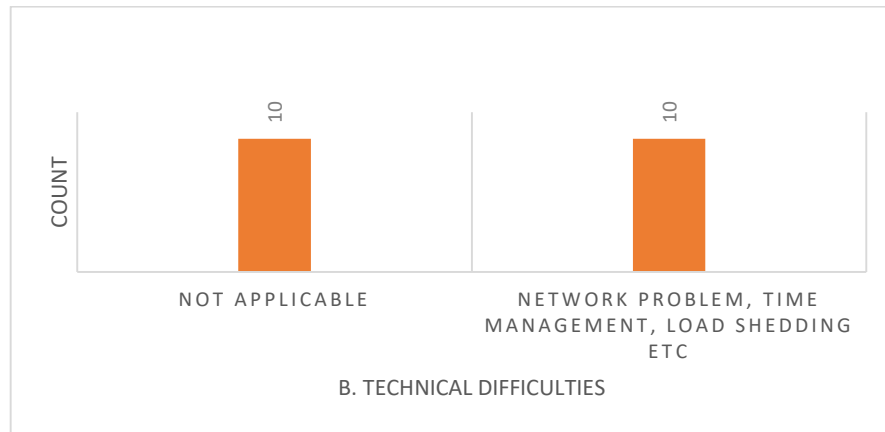


Figure 6.1 Technical Difficulties

The following figure shows that technical support was necessary for improving the online teaching-learning practices at GAI. To develop technical difficulties, according the FGD discussions we observed that students need logistics and digital equipment's for classes effectively and faithfully. And also observed that most of the teachers agreed on teaching learning should be updated enough and teachers should be introduced with instruments.

6.1.1 Improving the technical skills

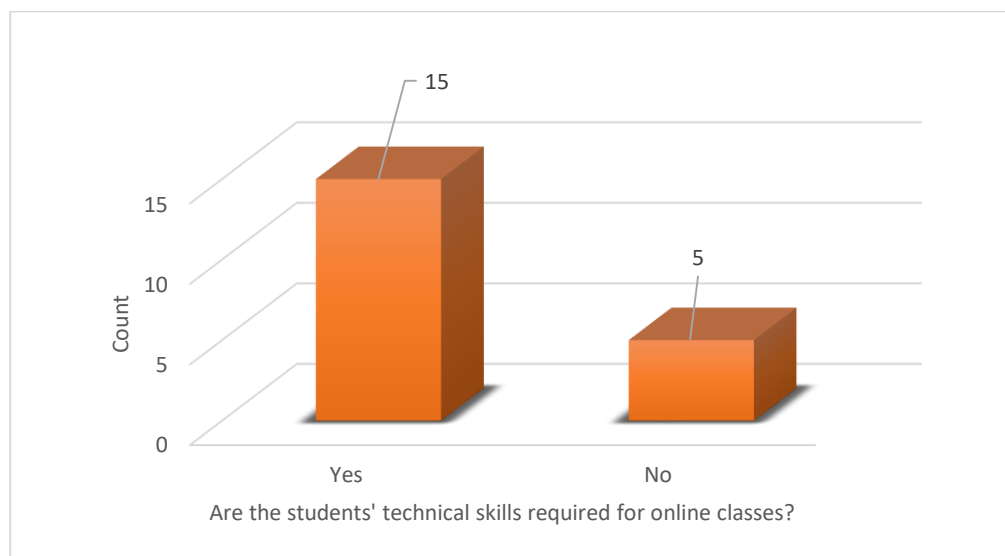


Figure 6.2 Improving the technical skills.

The above figure illustrates that responded participants agreed that online teaching-learning practices have improved their technical skills. According to FGD discussions for students we observed that offline training is necessary about online teaching-learning practices. Most of teachers agreed that technical training ,digital content training are highly necessary.

6.2 Satisfaction of students

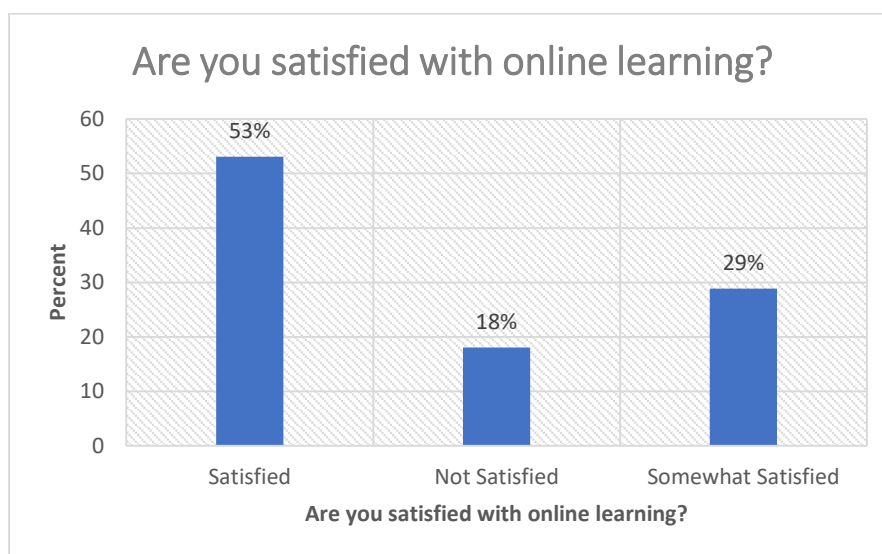


Figure 6.2 Satisfaction with online learning

The following figure shows that 50% of students appreciated the online learning. But half percents of students concerned that awareness and effectiveness should be increased for all students developing communication gap among teachers, students and parents, need more motivation according the FGD data analysis.

6.2.1 Necessity of extra classes

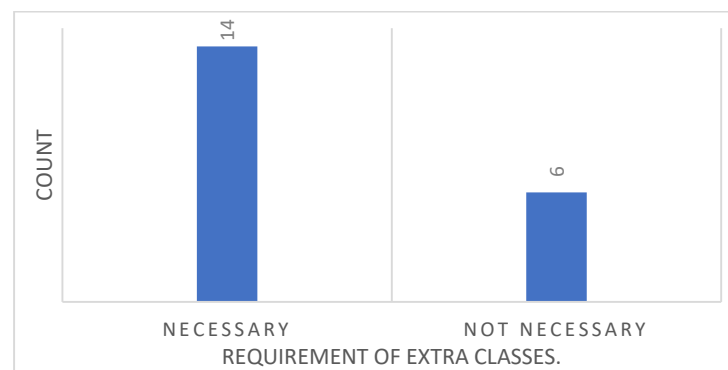


Figure 6.4 Requirement of extra classes

In figure 6.4 it was been noticed that about 60% students demand with a requirement of extra classes in order to recieve more learning materials. Thus by this they want to get a more satisfactory online learning.

6.3 Communication between teacher and parents

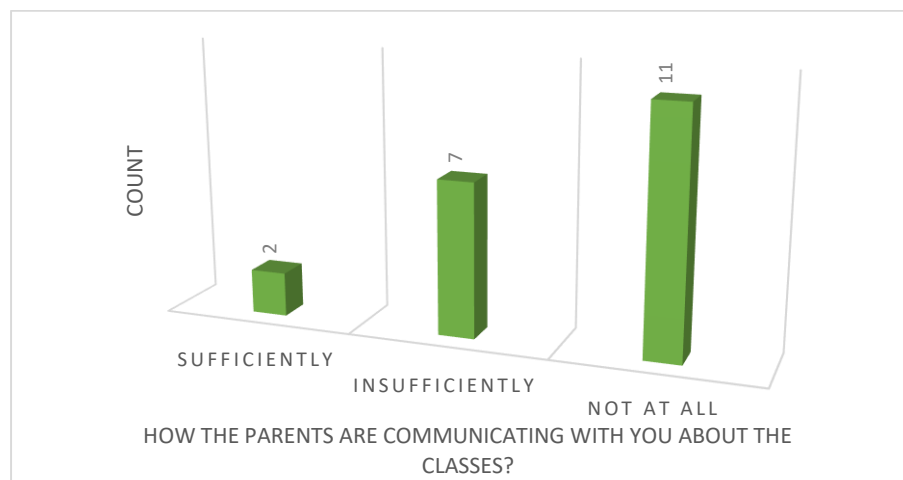


Figure 6.5 Communication with parents

Most of students and teachers agreed that Communication gap is highly faced. From the FGD discussions teachers observed that most of the parents were not accquated to the online classes thus are not communicating enough. They had some obervation to develop communication such to continue class and online at holiday, to communicate through SMS parents-teachers online meeting.

6.3.1 Students view in communication between teacher and parents

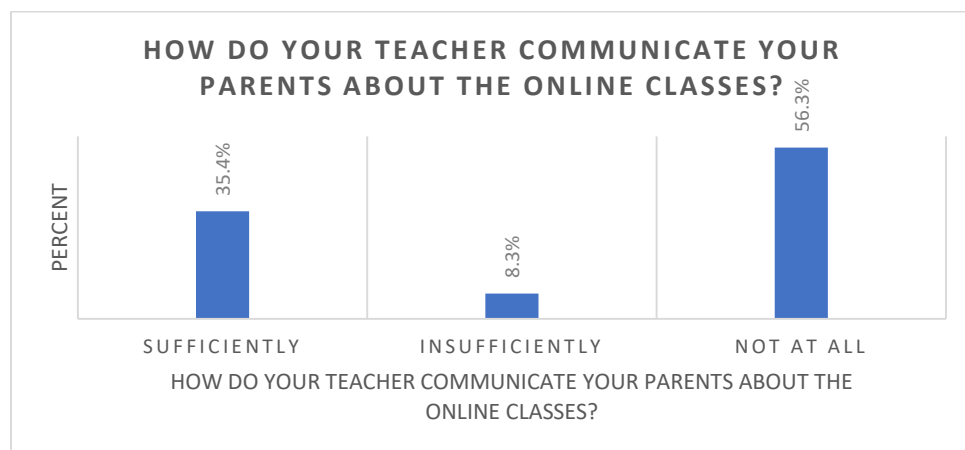


Figure 6.6 Students respond in teacher-parent communication

In figure 6.5 it was found that the communication between teachers and parents had lackings in it. More than 50% of students have mentioned their teachers not to be communicating with their parents enough thus they suggested to receive feedback through email, guide teachers to communicate with them time to time.

6.4 Necessity of Training

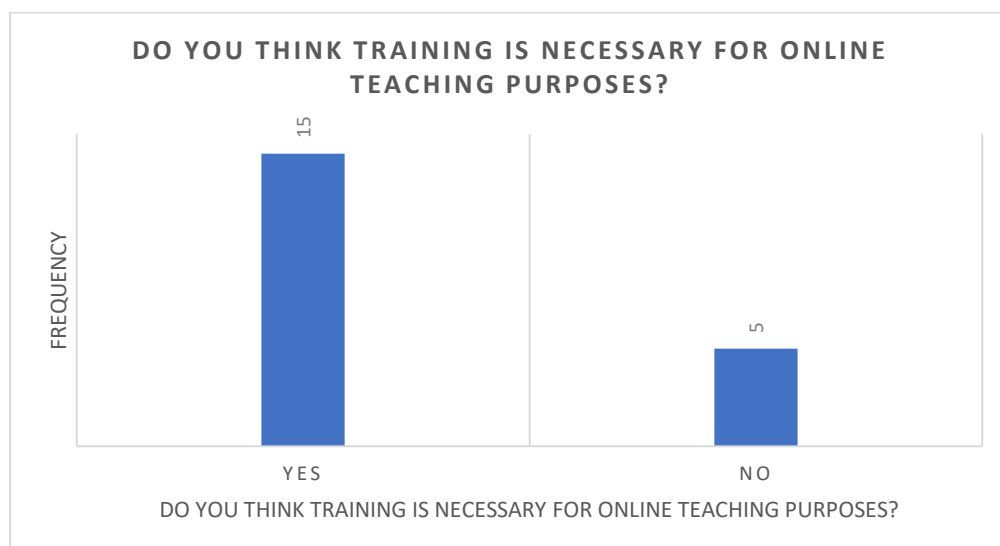


Figure 6.7 Necessity of training

In the following figure a majority of the teachers highly appreciated that trainings for taking classes would be a lot more helpful. Though on the other hand few of them showed satisfaction still

trainings such digital content training, technical training, usage of smartphone training, department wise training etc were asked to be looked forward by many.

6.5 Information found by FGDs

Respondents	Challenges & way forwards
Teachers	<ul style="list-style-type: none"> • Participatory live classes, Online class monitoring, Qualified resource person. • Teachers need more training about online classes, making standard digital content, using digital platform, evaluation process. • Students needs logistics and digital equipment's for participating online classes effectively and faithfully. • Main obstacle for the online classes is the lack of internet speed. Moreover, most of the students live in rural area. • Online teaching learning instruments should be updated enough. • Most of the teachers should be introduced with the instruments. • Proper training along with the devices necessary for the online classes should be ensured for the teachers. • Internet allowances also have to be ensured. • There are more teaching learning radials are included these teaching learning process. • Timely classes, • Participating in the tasks, • uninterrupted internet service. • Overall teaching environment for online classes is not up to the mark. Necessary resources such as digital devices, • Hi-speed internet and other digital devices should be introduced and sufficiently available.
Students	<ul style="list-style-type: none"> • For rural area, family environment problem, lack of group discussions, have no technical support, poor family, distraction • Providing learning materials from institute, such as smart phone, tab etc, stipend for buying network data • training about the online teaching-learning • Both sides participatory class • Develop the communicate among teachers and parents • Increase the Extra curriculum activities with digital contents • Class duration, number of class should be increased • Class attractiveness can be ensured
Parents	<ul style="list-style-type: none"> • Provide enough technical support from the Institute • Motivational activities through technical activities • Learning Management System (LMS) must be apply as soon as possible • Providing online digital contents earlier the class • Make teachers own you tube channel for academic activities • Technical skilled is developing, awareness must ensure

- Evaluation is a practical solution to change the distraction
- Communication must be increased from the teachers and institutes.

Conclusion

During covid19 period all the academic institution felt the need to complete the syllabus, thus Online teaching and learning practices got introduced and it also got introduced at Graphic Arts Institute. Here this got a majority of attendance by almost all students attending the classes through various platforms like zoom etc. Most students as not being needed to attend physically attended the classes from rural areas and most teacher from urban areas. Most students clearly been attending almost all class conducted making the attendance to reach a 40%-60% per class. But technical support is not yet sufficient and is highly required. The teacher as like in offline classes has also provided enough learning materials for a major number of students. Syllabus was also completed in time parallel makings the academic results of the students to improve. But students mention that there have not being enough option for extra curriculum activities through online teaching-learning practices.

Like every penny having two sides, even after a major positivity it's still been noticed we have not found the full satisfaction. There are almost 50 opinions for the improvement of technical skills. Some said it is enough while some demanded different training. This online teaching-learning practices had also faced many challenges. As most of the students are from rural area connecting through internet is a great issue to be noticed there. Lack of attentiveness was also found in students they get distracted to various other websites such as gaming and social media. In order to make students more attentive in class exams, test and other evaluation method are asked to be introduced in class. These online practices also have given an option for students and teachers to improve in technical skill but this would be requiring appropriate trainings. Online learning now has been satisfactory for a good number of students. Now to see the result, students and teachers must communicate with the parents; therefore, they can find ways to reach the students' parents such as giving SMS, online parents-teachers meeting, providing feedback through emails. Now the query while starting the research was "Are the online teaching-learning practices as effective as offline practices?" well according to data analysis most of the respondents have showed a positive view about this query.

Implication for Institute

- ✚ Teaching environment* should be developed of online classes for students and teachers that can be effective and attractive with digital contexts.

* Teaching Environment encompasses learning resources and technology, connections to global teaching-learning practices and modes of learning.

- ✚ In order to get participatory class with students and teachers and to complete syllabus, Class time & number of classes should maximize as per requirement.

✚ Online classes & evaluation system needs monitoring to obtain the quality education.

✚ Extra curriculum activities should be ensured to avoid the distraction.

Implication for Policy maker

✚ Teachers needs training for quality online teaching-learning system.

✚ Introducing with the instruments and Online class monitoring, higher authority should start journey with learning Management System (LMS) in online teaching-learning system.

✚ Financial support required (for Smart phone, Mobile data) for some students stated in rural area.

Chapter-08

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Annex-1

Framework of Tool A

**Directorate of Technical Education
Research & Knowledge Management Cell.
Agargaon, Dhaka.**

We are collecting individual's opinion to find the challenges of online teaching-learning & the way to find the Way forwards of the barriers aroused in teaching-learning. Your cordial cooperation is expected in this data collection.

N.B.: This information will be used only for the research work Directorate of Technical Education, Research & Knowledge Management Cell, Agargaon, Dhaka.

1. Did you conduct any online classes? Yes No

2. How many online classes did you conduct per week?

- a. Less than 5 classes b. More than 5 classes
c. More than 10 classes d. None

3. Which of the following platform did you use for online classes?

- | | |
|-----------------------------------|--|
| <input type="radio"/> Zoom | <input type="radio"/> Facebook messenger |
| <input type="radio"/> Google meet | <input type="radio"/> Institutional software |
| <input type="radio"/> Youtube | <input type="radio"/> Not applicable |
| | <input type="radio"/> Others |

4. Location from where you attended at online classes.

- a. Rural Area b. Urban Area

5. Was the syllabus completed in time during online classes?

Yes No

6. How many percentages of students join in your online classes?

- 0%-20%
21%-40%
41%-60%
61%-80%
81%-100%

7. Do you think they are paying enough attention to the class?

Yes

No

Partially

8. Were Students engaged in extra curriculum activities?

Yes ☐ No ☐

9. Opinion regarding challenges & Way forwards of online teaching-learning practices.

Sl No.	Challenges	(v)	Remedy for each tick mark
1	Lack of Attention		
2	Technical difficulties.		
3	Lack of Feedback.		
4	Less engagement of Students		
5	Fewer assignment		
6	Lack of proper evaluation		
7	Others...		

10. Were students engaged in extra curriculum activities?

- ☐ Yes
- ☐ no

11. Are the students requiring technical skills for online classes?

- ☐ Yes
- ☐ No

12. Are the students satisfied with online learning?

- ☐ Yes
- ☐ no

13. Is the technical support being available in your institute?

Yes ☐ No ☐

14. Do you think extra classes require to complete the syllabus?

- ☐ Necessary
- ☐ Not necessary

15. How the parents are communicating with you about the online classes?

- ☐ Sufficiently
- ☐ Insufficiently
- ☐ Not at all

16. Do you think, Training is necessary for online teaching purposes?

Yes ☐

No ☐

16. **Personal Information**

Name	
Designation	
Department	
Institute Name	
Mobile No	
Contact Address	

Signature & date of data respondent

Signature of data collector

**Directorate of Technical Education
Research & Knowledge Management Cell.
Agargaon, Dhaka.**

We are collecting individual's opinion to find the challenges of online teaching-learning & the way to find the Way forwards of the barriers aroused in teaching-learning. Your cordial cooperation is expected in this data collection.

N.B.: This information will be used only for the research work Directorate of Technical Education, Research & Knowledge Management Cell, Agargaon, Dhaka.

1. Did you attend at any online class for academic purpose?
Yes No
2. Location from where you attended at online classes.
a. Rural Area b. Urban Area
3. How many online classes did you attend per week?
b. Less than 5 classes b. More than 5 classes
d. More than 10 classes d. About all class's teachers conducted
4. How long did you attend at online classes?
a. Less than 15 Minute b. More than 15 Minute
c. More than 30 Minute d. full time of the classes
5. Which of the following platform did you use for online classes?

<input type="radio"/> Zoom	<input type="radio"/> WebEx
<input type="radio"/> You tube	<input type="radio"/> Facebook messenger
<input type="radio"/> WhatsApp	<input type="radio"/> Institutional software
<input type="radio"/> Google meet	<input type="radio"/> Not applicable
<input type="radio"/> Google Classroom	<input type="radio"/> Others
6. What extant you agree regarding learning materials sufficient used in online materials?
 - ☐ Strongly Agree
 - ☐ Somewhat Agree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat Disagree
 - ☐ Strongly Disagree
7. Was the Learning quality effective?
Yes No

If your answer is "NO" mention your opinion below

8. Are online classes improving your technical skill?

Yes ☐ No ☐

9. Was the syllabus completed in time during online classes?

Yes ☐ No ☐

10. Is online classes help you to improve your academic result?

Yes ☐ No ☐

If your answer is "NO" mention your opinion below

11. Were you engaged in extra curriculum activities?

Yes ☐ No ☐

12. Opinion regarding challenges & Way forwards of online teaching-learning practices.

Sl No.	Challenges	Put Tick (v) mark where appropriate	Remedy for each tick mark
1	Adaptability		
2	Technical Support. (Internet, Smart Device Etc.)		
3	Time Management.		
4	Distraction		
5	Learning Styles		
6	Communication		
7	Evaluation		
8	Practical Learning		
9	Others...		

13. Are the students satisfied with online learning?

- ☐ Somehow satisfied
- ☐ Satisfied
- ☐ Not satisfied

14. What do you think, how are parents communicating with teachers about the classes?

- ☐ Sufficiently
- ☐ More sufficiently

- Insufficiently
- Not at all

15. Academic Information:

Name	
Roll	
Department	
Semester	
Shift	
Mobile No (if agree)	
Contact Address	

Signature & date of data respondent

Signature of data collector

Annex-3: Questions and Notes from Focus Group Discussions

A. Open questions to facilitate the FGDs

Teachers:

1. Most of the teachers agreed that the teaching environments (such as lack of resources) are not being satisfied. So do you have any opinion to make the online teaching-learning practices more satisfied?
2. Students performance are not good enough. We see lack in attentiveness, communication with teachers, not sufficient devices. In your point of view as a teacher what can develop these above purposes?
3. As per data analysis the online classes are not as effective as the offline classes. So what can make these more closely effective as offline classes?
4. We see not enough technical skill development. So what can be the steps forward for it?
5. Why are the parents not communicating enough?
6. As we have noticed that trainings are necessary, what are the factors that should be highlighted?

Students:

1. As we have found that most of the students are from rural area and thus they have network issues. So other than that is any other problem faced?
2. Resource material is not to in reach for many students thus they asked to provide as per need. So what are the ways that you want us to look forward in order to help you?
3. The students are not able to yet adapt this way of learning evenly. So what can be done to make online learning more comfortable?
4. Apart from the class duration to be made longer what are the factors needed in order to complete the syllabus?
5. Are your teachers putting forward your parent's satisfaction?

Parents:

1. Do you think your child is getting enough technical support? What are the technical supports you find necessary for your child?
2. Is the teaching style of teachers appropriate? Do you have any suggestions?
3. Do you see any improvement in your child? What is the contribution in these improvements?
4. Are there any distractions for the students? What are they?
5. Are you communicating with the teachers? What are the feedbacks do you receive?