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## Does internet change the concept of education: An institute based cross sectional study to reveal the opinion of the students about classroom teaching and internet as an education

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### ABSTRACT

*The Internet is the latest mode of communication technologies that have been widely adopted by the students and consequently has the potential to become a valuable resource to support their educational queries and communication with their peers. In our study, we tried to found out their view about learning through this new approach and conventional classroom teaching. An Institute based cross-sectional study was designed with all the 109 first year M.B.B.S students. After getting the ethics committee clearance and informed consent from the students, questionnaires were given to them. They responded according to the question asked. The data were analyzed in Microsoft Excel 2010 package. View of the students varies. They all appreciated both types of teaching, but the weight of each have some advantages of their own. Through this cross-sectional study result, we can conclude that "internet, if used judiciously on behalf of both teachers and student that could be powerful teaching aids."*

**Keywords**— Classroom teaching, Internet teaching

### 1. INTRODUCTION

It is the era of technology. ARPANET adopted TCP/IP (Transmission Control Protocol and Internet Protocol, or TCP/IP), on January 1, 1983, and from there, researchers began to assemble the "network of networks" that became the modern Internet. The online world then took on a more recognizable form in 1990, when computer scientist Tim Berners-Lee invented the World Wide Web. From then internet use flourished up day by day. For the last couple of years, the technology flourished so tremendously that every aspect of life it left its mark. Providing global communication, access to information and provision to entertainment and research. Earlier internet was accessed only in personal computers. But after the invention of smartphones, the concept of internet users had been revolutionized and more than 90% of the net could be accessed in smartphones especially in the era of unlimited internet pack.

The literature on instructional technology shows that the use of the internet in teaching has the potential to motivate students and teachers. (6)

Carmen Luke in his book, "Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy" in 1997, wrote that "urgent need for educators to engage constructively in media, popular and youth culture to better understand how these discourses structure childhood, adolescence and student's knowledge (P 45).

J. Enrique et al, in 2016, in their literature titled "Characterization of teachers' use of computers and internet inside and outside the classroom: The need to focus on the quality", found that these tools used by the teachers inside the classroom for presentations and support some instructional strategies and outside the classroom for the lesson preparation, administration, communication and to design students' assignment". Though some heterogeneity in result was found, they thus proposed that, "In order to take advantage of the teaching-learning opportunities associated to the use of digital tools in education, there is need to develop teachers' and students' digital skills, specifically those associated to searching and selecting information available in the internet, and developing and presenting information products."

So it could be seen from the above lines that educators were very keen to develop their skills on the internet and utilize that knowledge in the education field. Still, they try so.

The computers are now essential in the school curriculum, so students are now very proficient in computer use. In the era of unlimited pack and smartphones, there is easy to access to the internet. They are more familiar with the use of the internet for their need. Apart from the use in social media they also use the internet as their study tool, for clarification of their doubts. Watching videos, web browsing, sharing the files, discussing with the classmates helps them to clarify their queries.

A research by Stephen Gorard, Neil Selwyn titled, “Students’ use of Wikipedia as an academic resource – Patterns of use and perceptions of usefulness”, on the undergraduate students of two universities of Australia (n=1658), while 87.5% of student use Wikipedia, it was found to be less useful when compared to the university provided library resources. (1)

**2. AIMS AND OBJECTIVE**

Our aim of the study to find out

- Type of use of the internet as a learning tool among first-year M.B.B.S students
- Their views about the classroom teaching and internet as a teacher.

**3. METHOD**

An institution based cross-sectional observational study was carried out in the Department of Physiology among the first year M.B.B.S students aged 18-20 years for a month, in August 2018. All the students were included in the study. Total 109 students of both male and female students were the participants.

Explaining the whole procedure to the participants, they were asked to give informed consent. After getting the ethics committee clearance proper informed consent from the participants, the whole procedure was explained to them. A questionnaire was made providing questions about the type and duration of their internet use an open question about their views about classroom teaching and internet teaching.

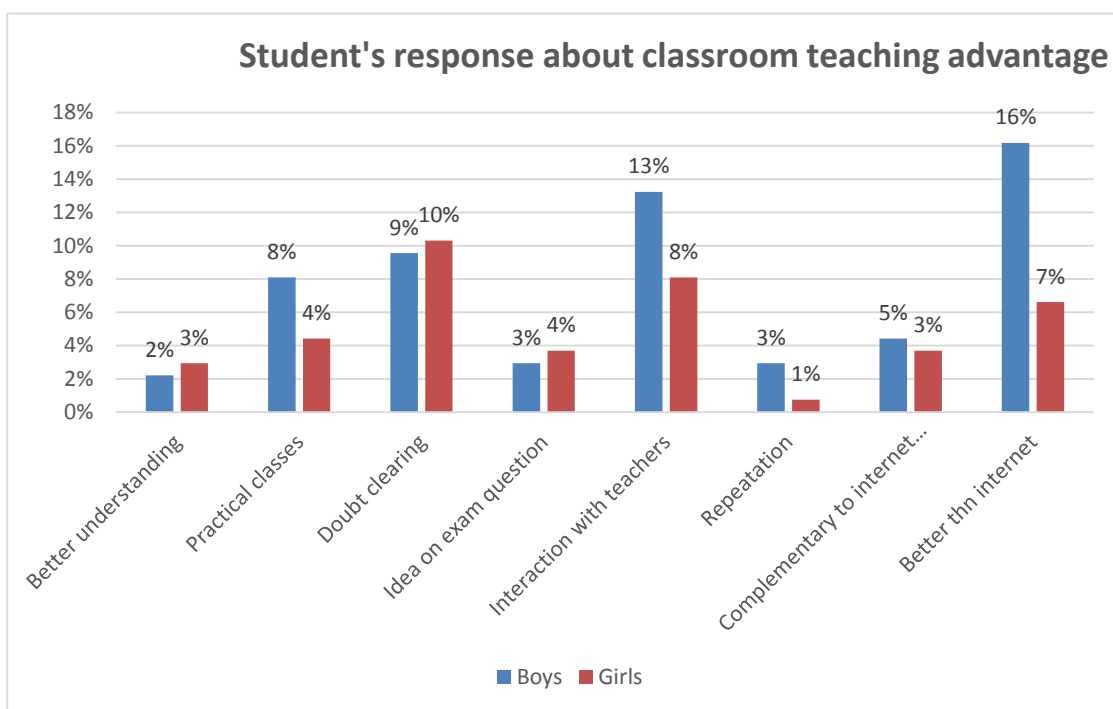
**Method of data collection**

A self-prepared questionnaire was given to all students. That includes questions on student identification, duration of use of the internet, time spends on the internet for study as well as other purposes, the open question on their view on classroom teaching versus internet teaching. After accumulating their response, the qualitative data were tabulated and analyzed in Microsoft Excel 2010 software.

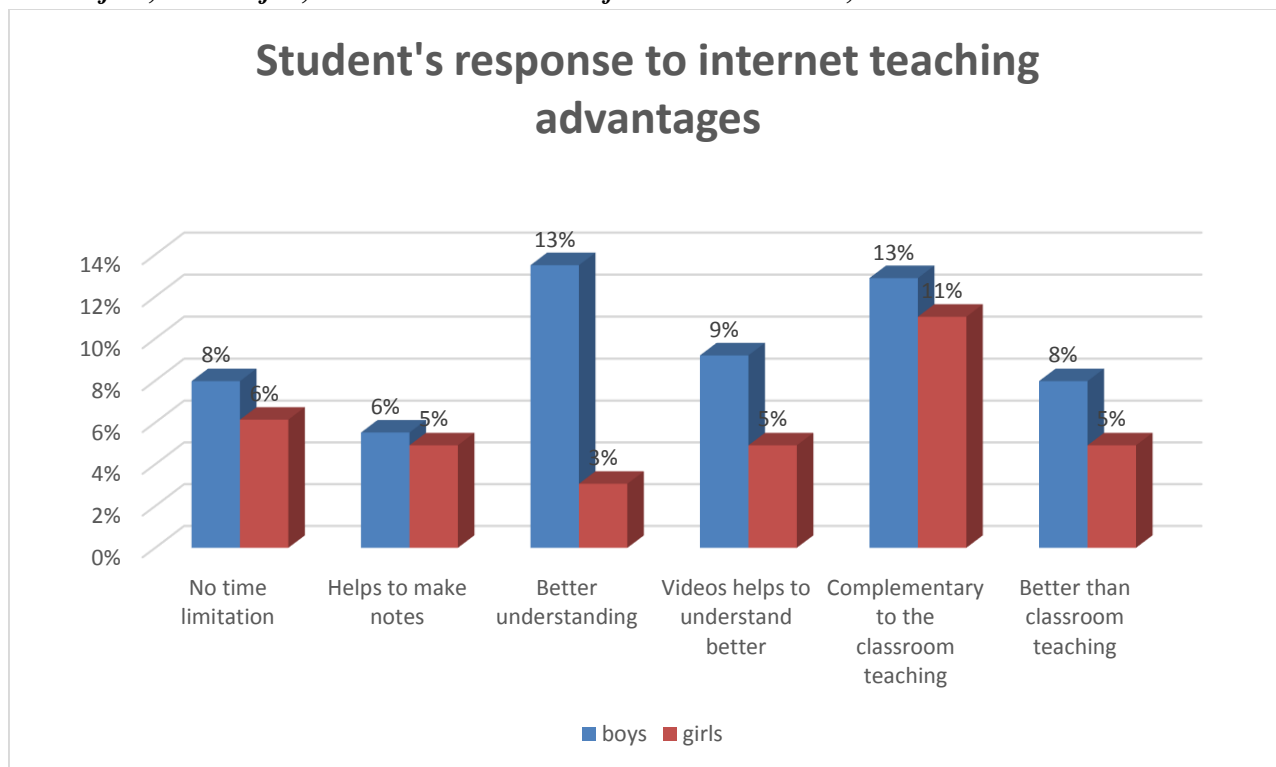
**4. RESULT**

109 students participated in the study, in whom 61% were male and 39% were female. It was the study curriculum that introduces the students with a computer at the school level. All of the students used the internet in the study group. Most (66%) of them use net less than five years and rest of them for more than five years. Previously internet use was restricted and mostly related to the socioeconomic condition of the students. But the recent surge of its use is due to the cheap rate of unlimited data pack and almost universal use of smartphones. Our study questions were to find out the type of internet use for learning the purpose, and the view of the students about classroom teaching and internet teaching. They were free to cast their views. The analysis shows, 57% of students watched videos, 17% chat with their friends to clear their doubts and 26% got their help from web browsing.

The second research question was to find out their open view about the classroom teaching and internet as a teacher. Their view is depicted in the bar diagram as follows,



**Fig. 1: Student's response about classroom teaching advantage (n=109)**



**Fig. 2: Student's response to internet teaching advantages (n=109)**

## 5. DISCUSSION

A study carried out by State Statistics Institute (TUIK 2005) shows that in Turkey 30.7% of people use the net for their study purpose. After about 13 years, it is increased by more than 90%.

Internet learning has many aspects. Most important of them, the student uses it for distant study courses, and some use them as a supplementary tool for classroom education. The purpose of the study was to explore how the students found internet helpful for them in the study. Their response was categorized in a different category. Some found use internet in their leisure time, no time limitation for them. Better visualization for both video and images help them to grasp the concept of the topic. Recapitulation of the topic discussed in the class, a better understanding of the topic were some other aspects of their use of the internet for their study purpose. Many students had blank responses.

The Turkish Online Journal of Educational Technology – TOJET July 2007 ISSN: 1303-6521 Volume 6 Issue 3 Article 13 “The profiles of the use of the internet for study purposes among university students” by Erdal Toprakçı (2), - it was a study revealing the student profile in terms of purpose of internet use in general and educational purposes. The result shows that the student use the internet for e-mail, and only 50% of students use the internet for the sake of education. Moreover, the proportion of boys is using it more than girls for education. One of the conclusions reached in that study is the fact that students employ the Internet for “communicative” purposes. Only when this communication gains a study dimension, then will it begin to contribute to the student academically.

In a 2002 study on the teachers who exposed both classroom teaching as well as teaching over the web, authors conclude that “Current web-based online college courses are not alienating, mass-produced product. They are labor-intensive, highly text-based, an intellectually Challenging forum which elicit deeper thinking of the part of the students, and which presents better or worse, more equality between instructor and student. The one-to-one relationship may be emphasized more in online classes than in more traditional face to face setting”. So, this study was from the teacher’s point of view that ow web-based learning complement face to face classroom study. (3)

In the present study, students respond differently to classroom and internet teaching. Their points of view varied. 23% students thought classroom teaching is better than information got from the internet, while 12% of students thought to teach through the internet is better. 32% of them had the opinion that they were complementary to each other. Interaction with teachers and direct questioning while having any doubt was the main advantage of classroom teaching. Teachers might not be available at all the time; there lies the advantage of the internet. In the opinion of 14% student, the internet could be accessed at any time especially when they got free time- a big advantage for them. Visualization of the images either video or images helps students to get a better idea about the topic they sought for. Clinical correlation of the topic would be discussed by the experienced teachers in class might be advantageous for the student in their future, which was lacking when information got through the internet.

A survey analysis of 434 undergraduates at the University of Botswana (Tella 2007) found a significant difference between the greater numbers of respondents who agreed with the statement that the Internet improved their academic performance relative to the respondents who disagreed with that proposition. On the basis of bivariate correlations from 328 survey responses “at a major university” Cheung and Huang (2005, 248) concluded “Internet usage was found to correlate significantly with student perceptions of learning and job prospects. (4)

The study finds a negative and statistically significant impact of Internet hours on grade performance, suggesting that the distractive dimensions of Internet use outweigh the productive dimensions. (5)

## **6. CONCLUSION**

Modern technological improvement has its impact on many aspects of our lives, education is one of them. The student uses this modern facility in education with different ideas in their mind. In the classroom, teachers teach them discipline and direct interaction with teachers made possible to get an idea about the questioning pattern, clearing their doubts directly from the teachers, moreover, it is a conventional method of teaching – so students were accustomed to this teaching pattern. The advantage of the internet lies in the fact it could be accessed anytime, and its visual impact for understanding the topic could not be denied. So teaching through internet and classroom has their merits of their own. That is why it could be concluded that internet if used judiciously on behalf of both teachers and student that could be powerful teaching aids.

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