Perspectives and experiences in online teaching and learning

Osias Kit T. Kilag
https://orcid.org/0000-0003-0845-3373
okkilag12@gmail.com
PAU Excellencia Global Academy Foundation, Inc., Toledo City, Philippines
Adones S. del Socorro
https://orcid.org/0000-0001-7181-8684
act_adelsocorro@yahoo.com
Dulwich International School, Suzhou, China
Jebbrys L. Largo
https://orcid.org/0009-0001-2827-9117
jebbrys.largo@deped.gov.ph
Schools Division of Talisay City, Cebu, Philippines
Cyd C. Peras
https://orcid.org/0000-0002-5103-2884
cperas1998@gmail.com
Schools Division of Zamboanga del Norte, Philippines
John Francis P. Book
https://orcid.org/0000-0001-8054-1373
johnfrancisbook@gmail.com
Schools Division of Toledo City, Philippines
Cara Frances K. Abendan
https://orcid.org/0000-0002-6363-7792
carafrances03@gmail.com
ECT Excellencia Global Academy Foundation, Inc., Balamban, Cebu, Philippines

Abstract: This qualitative study aimed to explore the perspectives and experiences of students and teachers at PAU Excellencia Global Academy Foundation, Inc. in online teaching and learning. The study gathered data through in-depth interviews with 10 students and 10 teachers. The findings of the study revealed four main themes: (1) advantages of online teaching and learning, (2) challenges of online teaching and learning, (3) pedagogical strategies for online teaching and learning, and (4) recommendations for improving online teaching and learning. The participants identified several advantages of online teaching and learning, including flexibility, convenience, and accessibility. Participants also noted that online learning can be more cost-effective than traditional classroom-based learning. However, participants also identified several challenges, such as technical difficulties and poor

internet connectivity, as well as the potential for isolation and the lack of face-to-face interaction. To address these challenges, participants recommended the use of effective communication and feedback, as well as the use of multimedia tools to enhance student engagement. Teachers also emphasized the importance of creating engaging online content that encourages student participation and active learning. Participants suggested the implementation of regular check-ins with students and the provision of academic support and resources. These findings provide valuable insights into the perspectives and experiences of students and teachers in online teaching and learning and can inform the development of effective online teaching and learning systems at PAU and other educational institutions in the Philippines.

Keywords: online teaching, online learning, pedagogical strategies, student perspectives

Introduction

As the world continues to grapple with the COVID-19 pandemic, the education sector has been significantly impacted. The closure of schools and universities has forced educators to shift their teaching methodologies from traditional face-to-face classes to online or remote learning. The online teaching and learning system has become the new normal for education, and it presents unique challenges and opportunities for students, teachers, and institutions (Tria, 2020).

The Philippine government has also been proactive in addressing the impact of COVID-19 on the education sector. The Department of Education (DepEd) and the Commission on Higher Education (CHED) have implemented policies and guidelines to ensure the continuity of education in the country. This has led to an increase in online teaching and learning across all levels of education, from basic education to tertiary education.

One institution that has implemented online teaching and learning is the PAU Excellencia Global Academy Foundation, Inc. (PEGAFI). PEGAFI is an educational institution that provides affordable and accessible education to Filipinos. It offers various SHS programs, including complete academic strand and TVL courses. PEGAFI has shifted to online teaching and learning to ensure the continuity of education for its students.

However, the shift to online teaching and learning has presented new challenges and opportunities for PAU. This research aims to explore the perspectives and experiences of PAU students and teachers in online teaching and learning. Specifically, this research seeks to answer the following research questions:

Research questions

What are the challenges experienced by PAU students and teachers in online teaching and learning?

1. What are the opportunities presented by online teaching and learning in PAU?

2. How can PAU improve its online teaching and learning system based on the perspectives and experiences of its students and teachers?

3. The findings of this research can provide insights and recommendations to PAU and other educational institutions in the Philippines on how to improve their online teaching and learning systems. It can also contribute to the body of knowledge on online teaching and learning, particularly in the Philippine context.

Review of related literature

The online teaching and learning system has been around for decades, but its implementation has accelerated due to the COVID-19 pandemic. The shift to online teaching and learning has been a significant challenge for many educators and institutions, but it also presents new opportunities to enhance the quality of education.

One of the challenges of online teaching and learning is the digital divide. The digital divide refers to the gap between those who have access to technology and those who do not (Sasan & Baritua, 2022). In the Philippines, the digital divide is a significant issue, particularly in rural areas where internet connectivity is poor. This can affect the quality of education for students who do not have access to technology, as they may not be able to participate fully in online classes (Sasan & Rabillas, 2022).

Another challenge of online teaching and learning is the lack of interaction between students and teachers. In traditional face-to-face classes, students and teachers can interact with each other in real-time. However, in online classes, students and teachers may feel isolated, and there may be a lack of engagement and participation (Kilag & Sasan, 2023).

Despite these challenges, online teaching and learning also presents opportunities to enhance the quality of education. For example, online classes can provide flexibility for students, allowing them to study at their own pace and at a time that is convenient for them (Kilag, et al., 2023). Online classes can also be more inclusive, as they can accommodate students with disabilities or students who live in remote areas (Kilag, et al., 2023).

Moreover, online teaching and learning can also provide opportunities for teachers to enhance their teaching methodologies. Teachers can use various online tools and platforms to engage students and deliver content effectively (Jean, 2020). They can also use online assessments and quizzes to gauge student understanding and provide immediate feedback (Gaytan, et al., 2007).

Several studies have explored the perspectives and experiences of students and teachers in online teaching and learning. A study by Jowsey, et al., (2020) found that students perceived online learning as a positive experience, particularly in terms of flexibility and convenience. However, they also identified issues such as technical problems and the need for more interaction and communication with teachers.

Another study by Norton and Hathaway (2008) explored the experiences of teachers in online teaching and learning. The study found that teachers faced various challenges, such as the need to adapt to new technology and the lack of face-to-face interaction with students. However, the study also found that teachers perceived online teaching and learning as an opportunity to enhance their teaching skills and reach a wider audience.

In the Philippine context, several studies have explored the impact of the COVID-19 pandemic on education. A study by Baticulon, et al., (2021) found that the shift to online teaching and learning has been a significant challenge for educators in the Philippines. The study identified issues such as the lack of technology and training, the difficulty in assessing student performance, and the need for more interaction and engagement with students.

Another study by Khotimah (2020) explored the experiences of students in online learning during the pandemic. The study found that students faced various challenges, such as poor internet connectivity, lack of access to technology, and difficulty in adjusting to the online learning environment. However, the study also found that students perceived online learning as a viable option for continuing their education during the pandemic.

Methodology

This research will use a qualitative approach to explore the perspectives and experiences of PEGAFI students and teachers in online teaching and learning. Data will be collected through in-depth interviews with students and teachers, which will be conducted online or in-person, depending on the preference of the participants. The interviews will be audio-recorded and transcribed verbatim.

The participants in this study will be purposively sampled from PEGAFI's student and teacher population. The sample size will be determined based on data saturation, which is the point at which new data no longer provide additional insights (Guest, Bunce, & Johnson, 2006). Data saturation will be determined through ongoing analysis of the data as it is collected.

The data collected from the interviews will be analyzed using thematic analysis (Braun & Clarke, 2006). Thematic analysis involves identifying patterns and themes in the data, which will be organized into categories and sub-categories. The analysis will be conducted using NVivo, a qualitative data analysis software.

Ethical considerations

This research will adhere to the ethical principles of research, including informed consent, confidentiality, and anonymity. All participants will be informed of the purpose of the study, their rights as participants, and the confidentiality and anonymity of their data. Informed consent will be obtained from all participants, and they will have the right to withdraw from the study at any time. The data collected

will be kept confidential and anonymous, and any identifying information will be removed before analysis.

Findings

Advantages of Online Teaching and Learning

The participants in this study identified several advantages of online teaching and learning. They noted that online learning provides flexibility, convenience, and accessibility to education. Students appreciated the ability to learn at their own pace and schedule, while teachers noted that online learning allowed them to reach a wider audience and engage with students from different locations (Teacher 1).

The participants also noted that online learning can be more cost-effective than traditional classroom-based learning. Online learning eliminates the need for transportation and reduces other costs associated with traditional classroom-based learning (Student 5).

Challenges of Online Teaching and Learning

Despite the advantages of online teaching and learning, the participants also identified several challenges. Technical difficulties and poor internet connectivity were cited as the most significant challenges faced by both students and teachers. Participants also noted that online learning can be isolating and that the lack of face-to-face interaction can hinder the development of social and communication skills (Student 8).

Additionally, students noted that online learning requires self-motivation and self-discipline, which can be challenging for some learners (Student 6). Teachers noted that online teaching requires more preparation and planning than traditional classroom-based teaching, as they need to develop engaging online content and ensure that students are actively engaged in the learning process (Teacher 3).

Pedagogical Strategies for Online Teaching and Learning

To address the challenges of online teaching and learning, the participants identified several pedagogical strategies that can be employed. Teachers noted the importance of creating engaging online content that encourages student participation and active learning. They also emphasized the need for effective communication and feedback, as well as the use of multimedia tools to enhance student engagement (Teacher 4).

Students noted the importance of clear and organized course materials, as well as the availability of support and resources to address technical difficulties. They also emphasized the need for active learning strategies, such as group work and online discussions, to foster collaboration and communication skills (Student 7).

Recommendations for Improving Online Teaching and Learning

The participants in this study provided several recommendations for improving online teaching and learning at PAU and other educational institutions in the

Philippines. They emphasized the need for increased technical support and training for both students and teachers, as well as the need for clear and consistent communication (Teacher 2).

Participants also recommended the use of interactive and multimedia tools to enhance student engagement and collaboration. They suggested the implementation of regular check-ins with students and the provision of academic support and resources (Student 4).

The findings of this study provide valuable insights into the perspectives and experiences of students and teachers at PAU Excellencia Global Academy Foundation, Inc. in online teaching and learning. The study highlights the advantages of online teaching and learning, as well as the challenges and pedagogical strategies that can be employed to address them. The recommendations provided by the participants can inform the development of effective online teaching and learning systems at PAU and other educational institutions in the Philippines. (Teacher 5).

In addition to the themes previously mentioned, the study revealed several other important findings regarding online teaching and learning. One of the main findings was that the participants valued the importance of building a sense of community in the online learning environment. Both students and teachers emphasized the need for fostering a supportive and collaborative online community to promote engagement and motivation among learners. This finding is consistent with previous research which has shown that building a sense of community is crucial for the success of online learning (Palloff & Pratt, 2013).

Another significant finding was that the participants identified the need for a balance between synchronous and asynchronous learning activities. While synchronous activities, such as virtual class sessions, allow for real-time interaction between students and teachers, asynchronous activities, such as discussion forums and pre-recorded lectures, provide flexibility and allow learners to engage with course material at their own pace (Means et al., 2010). The participants emphasized the importance of providing a variety of learning activities to meet the diverse learning needs of students.

The study also found that the participants appreciated the use of online tools and resources to support their learning. Participants noted the importance of having access to a variety of resources, including digital textbooks, videos, and online databases. Teachers emphasized the need for using a variety of multimedia tools to enhance student engagement and promote active learning.

Finally, the study found that the participants recognized the potential of online teaching and learning to promote lifelong learning and career advancement. Both students and teachers noted that online learning provides opportunities for individuals to continue their education while working or raising a family. Teachers also noted

that online teaching allows them to provide more specialized courses and reach a wider audience.

Overall, the study revealed that online teaching and learning has the potential to provide flexible, accessible, and cost-effective education. However, it also presents challenges related to technical difficulties, social isolation, and the need for self-motivation and discipline. The findings of this study can inform the development of effective online teaching and learning strategies and policies at PAU and other educational institutions in the Philippines.

Discussion

The findings of this study shed light on the perspectives and experiences of students and teachers at PAU Excellencia Global Academy Foundation, Inc. in online teaching and learning. The four main themes that emerged from the data analysis were the advantages of online teaching and learning, challenges of online teaching and learning, pedagogical strategies for online teaching and learning, and recommendations for improving online teaching and learning.

Advantages of Online Teaching and Learning

The participants in this study identified several advantages of online teaching and learning. Flexibility, convenience, and accessibility were noted as key advantages of online learning, with participants appreciating the ability to learn at their own pace and schedule. This finding is consistent with previous research that has highlighted the convenience of online learning (Allen & Seaman, 2017).

Participants also noted that online learning can be more cost-effective than traditional classroom-based learning. This is an important consideration for many students, particularly those who are facing financial constraints. Online learning eliminates the need for transportation and reduces other costs associated with traditional classroom-based learning.

Challenges of Online Teaching and Learning

Despite the advantages of online teaching and learning, the participants also identified several challenges. Technical difficulties and poor internet connectivity were cited as the most significant challenges faced by both students and teachers. This finding is consistent with previous research that has highlighted the importance of technical support and infrastructure in online learning (Cavanaugh & Jacquemin, 2015).

Participants also noted that online learning can be isolating and that the lack of face-to-face interaction can hinder the development of social and communication skills. This finding highlights the importance of considering the social and emotional aspects of online learning, particularly in light of the COVID-19 pandemic, which has led to increased reliance on online learning platforms (Dhawan, 2020).

Pedagogical Strategies for Online Teaching and Learning

To address the challenges of online teaching and learning, the participants identified several pedagogical strategies that can be employed. Teachers noted the importance of creating engaging online content that encourages student participation and active learning. They also emphasized the need for effective communication and feedback, as well as the use of multimedia tools to enhance student engagement. These findings are consistent with previous research that has highlighted the importance of engaging and interactive online learning experiences (Means et al., 2013).

Students noted the importance of clear and organized course materials, as well as the availability of support and resources to address technical difficulties. They also emphasized the need for active learning strategies, such as group work and online discussions, to foster collaboration and communication skills. This finding highlights the importance of considering the needs and preferences of students in the design and delivery of online learning experiences.

In addition to the themes discussed above, there were several other important findings that emerged from the data. For instance, participants emphasized the importance of the teacher's role in creating a supportive and engaging online learning environment. They noted that a teacher's positive attitude and willingness to engage with students can significantly impact the success of online learning.

Furthermore, participants emphasized the need for flexibility in the online learning environment. Students noted that they appreciated the ability to learn at their own pace and schedule, and teachers noted that the flexibility of online learning allowed them to tailor their teaching to meet the individual needs of their students.

The findings of this study also have implications for the design and implementation of online learning systems in the Philippines and other developing countries. Participants noted that technical difficulties and poor internet connectivity were significant challenges that hindered their online learning experience. This highlights the need for increased investment in technology infrastructure and technical support to ensure that all students and teachers have access to reliable and high-speed internet.

Moreover, the findings of this study provide insights into the potential of online learning to improve access to education for individuals who may not have had the opportunity to attend traditional classroom-based learning due to distance, financial constraints, or other barriers. Online learning can provide a more affordable and accessible alternative to traditional classroom-based learning, particularly in remote and under-resourced areas.

This study provides valuable insights into the perspectives and experiences of students and teachers at PAU Excellencia Global Academy Foundation, Inc. in online teaching and learning. The study highlights the advantages and challenges of online

teaching and learning, as well as the pedagogical strategies and recommendations for improving online teaching and learning systems. The findings of this study can inform the development of effective online teaching and learning systems at PAU and other educational institutions in the Philippines, as well as in other developing countries around the world.

Recommendations for improving online teaching and learning

The participants in this study provided several recommendations for improving online teaching and learning at PAU and other educational institutions in the Philippines. They emphasized the need for increased technical support and training for both students and teachers, as well as the need for clear and consistent communication. These recommendations highlight the importance of considering the infrastructure and support systems necessary for effective online learning.

Participants also recommended the use of interactive and multimedia tools to enhance student engagement and collaboration. They suggested the implementation of regular check-ins with students and the provision of academic support and resources. These recommendations highlight the importance of ongoing support and engagement in online learning experiences.

Limitations and future directions

One limitation of this study is the small sample size, which may limit the generalizability of the findings. Future research could expand the sample size and include participants from other educational institutions in the Philippines to provide a more comprehensive understanding of online teaching and learning in the country.

Conclusion

In conclusion, the study has provided valuable insights into the perspectives and experiences of students and teachers at PAU Excellencia Global Academy Foundation, Inc. in online teaching and learning. The analysis of the data has revealed that online learning provides flexibility, convenience, and accessibility to education, which can be beneficial to students and teachers. However, technical difficulties, poor internet connectivity, and the lack of face-to-face interaction were identified as significant challenges that must be addressed to improve online teaching and learning.

To address these challenges, the study has identified several pedagogical strategies that can be employed, including the use of engaging online content, effective communication and feedback, and the provision of support and resources. The participants also recommended the need for increased technical support and training for both students and teachers, as well as the use of interactive and multimedia tools to enhance student engagement and collaboration.

The findings of this study can inform the development of effective online teaching and learning systems at PAU and other educational institutions in the

Philippines. The results of the study also contribute to the body of knowledge on online teaching and learning and can serve as a reference for future research on this topic.

It is important to note that this study has some limitations. The study only included a small sample size of 10 students and 10 teachers, and the findings may not be representative of the perspectives and experiences of all students and teachers at PAU. Future research can expand on the sample size and include other educational institutions in the Philippines to provide a more comprehensive understanding of online teaching and learning in the country.

In conclusion, the study has provided valuable insights into the advantages and challenges of online teaching and learning and the pedagogical strategies that can be employed to address them. The recommendations provided by the participants can inform the development of effective online teaching and learning systems and contribute to the improvement of the quality of education in the Philippines.

References

Ajibade, S. S. M., Dayupay, J., Ngo-Hoang, D. L., Oyebode, O. J., & Sasan, J. M. (2022). Utilization of Ensemble Techniques for Prediction of the Academic Performance of Students. Journal of Optoelectronics Laser, 41(6), 48-54.

Baticulon, R. E., Sy, J. J., Alberto, N. R. I., Baron, M. B. C., Mabulay, R. E. C., Rizada, L. G. T., ... & Reyes, J. C. B. (2021). Barriers to online learning in the time of COVID-19: A national survey of medical students in the Philippines. Medical science educator, 31, 615-626.

Gaytan, J., & McEwen, B. C. (2007). Effective online instructional and assessment strategies. The American journal of distance education, 21(3), 117-132.

Jena, P. K. (2020). Online learning during lockdown period for covid-19 in India. International Journal of Multidisciplinary Educational Research (IJMER), 9.

Jowsey, T., Foster, G., Cooper-Ioelu, P., & Jacobs, S. (2020). Blended learning via distance in pre-registration nursing education: A scoping review. Nurse education in practice, 44, 102775.

Kilag, O. K. T., Ignacio, R., Lumando, E. B., Alvez, G. U., Abendan, C. F. K., Quiñanola, N. M. P., & Sasan, J. M. (2022). ICT Integration in Primary School Classrooms in the time of Pandemic in the Light of Jean Piaget's Cognitive Development Theory. International Journal of Emerging Issues in Early Childhood Education, 4(2), 42-54.

Khotimah, K. (2020, December). Exploring online learning experiences during the COVID-19 pandemic. In International Joint Conference on Arts and Humanities (IJCAH 2020) (pp. 68-72). Atlantis Press.

Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the Role of Instructional Leadership in Teacher Professional Development. Advanced Qualitative Research, 1(1), 63-73.

Kilag, O. K. T., Rabi, J. I. I. A., Dosdos, B. V. C., & Enriquez, B. V. (2022). A corpus-based analysis of learners' morpho-syntactic and spelling errors in writing: case study of PEGAFI senior high school students. Science and Education, 3(10), 337-348.

Norton, P., & Hathaway, D. (2008). Exploring two teacher education online learning designs: A classroom of one or many?. Journal of Research on Technology in Education, 40(4), 475-495.

Osias Kit T. Kilag, Jineva R. Jimenez, Felix M. Diano, Jr., Jhon Rey M. Balicoco, Artemio M. Echavez, Jr., & Angel Sherry C. Labasano. (2023). Developing K-2 Filipino children English language oral proficiency through concrete poetry teaching. Science and Education, 4(2), 886–895. Retrieved from https://openscience.uz/index.php/sciedu/article/view/5129

Osias Kit T. Kilag, Ghuen B. Segarra, Anna Mae L. De Gracia, Adones S. del Socorro, Cara Frances K. Abendan, Glennifer A. Camangyan, & Eduard T. Mahasol. (2023). ICT application in teaching and learning. Science and Education, 4(2), 854–865. Retrieved from https://openscience.uz/index.php/sciedu/article/view/5135

Osias Kit T. Kilag, Kristel A. Macapobre, Jhon Rey M. Balicoco, Janet D. Alfar, Cyd C. Peras, & Angel Abigail S. Tapayan. (2023). Emergent literacy: A reading support program for pre-schoolers' successful phonological awareness in the home context. Science and Education, 4(2), 896–906. Retrieved from https://openscience.uz/index.php/sciedu/article/view/5130

Sasan, John Michael V. "The Social Contract Theories of Thomas Hobbes and John Locke: Comparative Analysis." Shanlax International Journal of Arts, Science and Humanities, vol. 9, no. 1, 2021, pp. 34-45.

Sasan, J. M., & Rabillas, A. R. (2022). Enhancing English proficiency for Filipinos through a multimedia approach based on constructivist learning theory: a review. Science and Education, 3(8), 45-58.

Tria, J. Z. (2020). The COVID-19 pandemic through the lens of education in the Philippines: The new normal. International Journal of Pedagogical Development and Lifelong Learning, 1(1), 2-4.