

Using Colaizzi's Method of Data Analysis to Explore the Experience of Undergraduate Students on Online Learning

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ABSTRACT

Introduction: Online learning and physical learning is different experience. In physical learning students can interact with teachers and maintain human touch of learning, visually see one on one and interact with peer group also. Whereas in online all these components are missing.

Objective: To describe the Socio demographic Characteristics of Undergraduate Students of Pune city and to delineate Experiences of Undergraduate Students on online learning

Methods: Research approach was qualitative and descriptive phenomenological research design was used. This research design proposes the graduate students to get the lived experiences. Sample size used for the study were 10 graduate student from Pune city who are studying undergraduate colleges. Data saturation has reached after tenth students and as no new theme were emerged from the interview so stopped taking the interview form students. Non probability purposive sampling technique was used. In-depth interviews was conducted which was lasted between 40 minutes to 60 minutes. Interview guide was used, field notes, observations and nonverbal expressions was recorded. Open ended questions used to probe and students shared the experience with honestly and sincerely. In the study qualitative rigor was maintained. 'Bracketing' was done by researcher and does not allowed her own feelings and experiences to interfere the experience and content of the study. Triangulation and member checking was done. Dependability, transferability and authenticity was ensured in the study. Colaizzi's phenomenological method (seven steps) of data analysis was strictly followed

Result: Four themes emerged from the study, they are lack of learning environment, less interesting, assignment pending and improved virtual communication

Conclusion: Online learning has affected the students and teachers community. As there is huge gap in providing the learning averment it affected the learning too. Home provides comfort and lacks the learning environment it get impacted on the learning of students. The environment for learning is different at home from the college.

Key words: Colaizzi Method; Experience; Undergraduate Students: Online Learning

Introduction

Online learning and physical learning is different experience. In physical learning students can interact with teachers and maintain human touch of learning, visually see one on one and interact with peer group also. Whereas in online all these components are missing. Few students finds that communicating with teachers online is the difficult part about online learning.

Study findings on online learning shows that it is convenient for students to study at their own speed and time and also emphasized that online learning permitted to hold a higher level of accountability for their own learning and also not all experiences were favourable^[1]

Study findings on students' experience of online learning is crucial as quick advances in information and communication technology and the modifications shown on design and delivery of online courses^[2]. Studies supported and shown extensive variation and distinction in s approaches and practices of students attending online learning. ^[3]

Result of study recognized and focused on both perspective of student's i.e. positive and negative like flexibility, suitability, any technical problems, feedback delays, and feelings of isolation^[4]

Statement of the Problem

“Using Colaizzi's method of data analysis to explore the experience of Undergraduate students on online learning”

Objective of the study

- To describe the Socio demographic Characteristics of Undergraduate Students of Pune city
- To delineate Experiences of Undergraduate Students on online learning

Purpose:The use of Colaizzi's method of data analysis enabled new knowledge to be revealed and provided insights into the experiences of Undergraduate Students on online learning Colaizzi's phenomenological methodology can be used reliably to understand student's experiences.

Assumptions

- Undergraduate Students may find interesting online learning

Research Question

- What are the lived experiences of graduate students on online learning?
- How does online learning compare with your experience as a graduate student in a physical classroom?

Operational Definitions

Experience: Feeling and understanding of graduate Students who are studying in undergraduate college on online learning

Explore: Discuss in detail on the experience of graduate students on online learning

Graduate students: Students are who are studying in Undergraduate colleges and attending online classes for learning

Online learning : refers to e-learning which is not take place in traditional classroom, lack of physical presence of teacher in the classroom and learning takes place using internet

Inclusion Criteria

- Students who are studying in Undergraduate Colleges of Pune city
- Age of Undergraduate students to be above 17 years of age.
- Students who are attending online classes

Exclusion Criteria:

- Undergraduate students who were not willing to participant for the study

Material and Method

Research approach was qualitative and descriptive phenomenological research design was used. This research design proposes the graduate students to get the lived experiences. Sample size used for the study were 10 graduate student from Pune city who are studying undergraduate colleges. Data saturation has reached after tenth students and as no new theme were emerged from the interview so stopped taking the interview form students. Non probability purposive sampling technique was used. In-depth interviews was conducted which was lasted between 40 minutes to 60 minutes. Interview guide was used, field notes, observations and nonverbal expressions was recorded. Open ended questions used to probe and students shared the experience with honestly and sincerely. In the study qualitative rigor was maintained. 'Bracketing' was done by researcher and does not allowed her own feelings and experiences to interfere the experience and content of the study. Triangulation and member checking was done. Dependability, transferability and authenticity was ensured in the study. Colaizzi's phenomenological method (seven steps) of data analysis was strictly followed

Findings

Section I - Demographic Variables

Out of ten graduate students five were male and five were female students and all were studying in undergraduate programme in colleges. The ages of the students were ranged between 18-22 years.

Themes That Emerged

Theme 1: Lack of learning environment

This theme refers that other than college place any other place where teaching is happening like home is not served as learning environment. At home lack of teachers, other students, learning tools, chairs, table, library, sports ground, lots of space, and many more which support and create the learning environment. At home is like a sleeping or resting environment.

“while at home I feel like sleeping and feels of resting environment . (S 09).

“I feel that I am less focused and I’m always getting distracted..... ’ (S 05).

Theme 2: Less interesting

This theme focused that students are not involved much in learning and interaction level went down and in spite of involved them in discussion and adopted different pedagogies students are less enthusiastic and less interested in continuing the online learning.

.....Because attendance is mandate I attend the lecture but I switched off my video” (S02).

“.....Sometimes teachers complains to parents to avoid that I attend it regularly to mark my presence” (S06)

Theme 3: Assignment pending

Assignments though submits but not on time and with less energy and motivation. A feeling of like I will submit it comes often in mind. Lost feeling exist due to lack of schedule

.....I found myself not submitting the assignments on time and lagging the time schedule and I feel its because of lea motivation and energy to complete it ” (S 08).

.....I found myself not interested in completing my assignments and as I’m lazy though I submit it but not on time . (S 07)

---- It’s like I will complete my assignments whenever I feel like doing it “ (S10)

Theme 4: Improved Virtual Communication

Due to lack of physical presence virtual communication has given room to improve the virtual communication on both sides ; teachers and students too.

“... I have learnt different modes of e communication” (S03).

Discussion

Present study findings shown four themes emerged from the study, they are lack of learning environment, less interesting, assignment pending and improved virtual communication.

Study findings state that equivalent learning activities can be equally effective for learning for online and Face to face groups. Various parameters assessed and evaluated learning styles and preferences, perceptions of course and task effectiveness, description of the course, and technical competencies and found that the quality of online learning is as effective as Face to face learning ^[5]

Conclusion

Online learning has affected the students and teachers community. As there is huge gap in providing the learning averment it affected the learning too. Home provides comfort and lacks the learning environment it get impacted on the learning of students. The environment for learning is different at home from the college.

Conflict of Interest: Nil

Source of funding: Self-funding

Ethical consideration: The researcher has obtained the Institute research Committee approval for the study. Informed consent was obtained from each undergraduate students. Confidentiality and privacy was maintained.

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