

# Impact of Google classroom in day to day teaching learning process.

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**Abstract:** The current phase is the era of technology, new ideas and concepts of e-learning are emerging gradually. Google classroom is one of the tools for online education which enables us to access all the study materials anywhere and anytime. Media is a very powerful medium for academics as seen for the past century. Media has been changing and evolving with the innovations in technology. So teachers must be very welcoming to any new technology to ensure the best learning in the virtual classroom besides the physical classroom. The evolution of media has led to changes in approach people have towards others globally, culturally and educationally. The model of the educator as a facilitator and co-learner in a student-centred learning process is not only the model for media education; it has also become an accepted new critical pedagogy. Edutech has taken on the role of a mediator through the medium of Google classroom to benefit the teacher and student in teaching and learning process. Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Virtual school enables students to log into synchronous learning or asynchronous learning courses anywhere there is an internet connection. The objective of the research is to understand the impact of Google classroom in day to day teaching and learning process. The outcomes will help the academicians to understand the utility of Google classroom to meet student's desire.

**Keywords:** virtual classroom, educator, pedagogy, edutech, mediator, synchronous, asynchronous, academicians, facilitator, co-learner.

**Introduction:** Teaching in the 21st century does mean teaching 21st generation. It means helping and monitoring the students to learn and implement 21st century skill and helps to encourage group effort between students, use Google Docs, timely feedback to keep students engaged in the learning process, Organize assignments and create a paperless classroom, To get connected to your students through Google Classroom, Create a lesson through the app, Share announcements and assignments with multiple classes, Reduce opportunities for cheating, Monitor who's really working on team project, Offer virtual office hours. Personalize the learning experience to develop techniques of critical thinking, creative communication and computer, v at its core which is a key part of a 21st century approach to teaching and learning. It helps the learners to have overall growth in areas of academics. Google Classroom is a program for teachers to create a digital classroom for students to communicate with their teachers and peers (Phan, 2015). The altered learning environments created by web-based technologies, not only eliminate barriers of time, space and arguably learning styles, providing increased access to higher education, they challenge our traditional notions of teaching and learning, and indeed education itself.

**Objectives:** To study the effectiveness of Google Classroom amongst undergraduate media students.

## Review of literature

Stephen Odiambo, University of Nairobi (2010) researched on the impact of e learning on academic performance. He used an analytical survey to conclude that in order to improve academic achievement, higher education should engage in more e-learning strategies.

Sun & Chen, (2016), published in Journal of Information Technology Education, Researched on Online Education and Its Effective Practice. This research concluded that online education is entering mainstream and becoming a growing market as it continues to expand access to learning for more people.

Ashford Kerr, University of the West Indies, Jamaica (2015) researched on online education and academic performance in the Caribbean. The research concluded that majority of the respondents are satisfied with online education.

J. Coldwell, A. Craig, T. Paterson and J. Mustard, Deakin University, Australia (2008) researched on online learning and academic performance and found that a relationship existed between students' participation in the online learning environment and their performance, as measured by final results in the course.

**Research Methodology:** This study was a quantitative study. 100 undergraduate students were asked several questions via online survey to gather a conclusive data. This was a descriptive research. This means that this research is used to describe characteristics of a population, it aims at studying the 'what' of an issue via collection of data. The researchers wanted to study the effectiveness of Google Classroom amongst undergraduate media students. To successfully conduct the research, the researcher used both, open ended and closed ended questions. Various types of question formats were used so that the researcher could map the responses as accurately as possible. Some forms of question used were dichotomous questions(yes/no), multiple choice survey questions, rate scale questions, bipolar questions, Likert questions, semantic differential scale questions, and more.

**Data Collection and interpretation:**The findings were intended on understanding what impact of Google classroom is in day to day teaching learning process. The findings also helped in fulfilling the research objectives. A number of questions were asked to the sample to execute a successful quantitative research. This analysis relies on the information acquired by the respondents in the online survey. Fig 1.1 indicated maximum respondents use educational apps for academic purpose.

Do you use educational apps or portals for learning?

60 responses

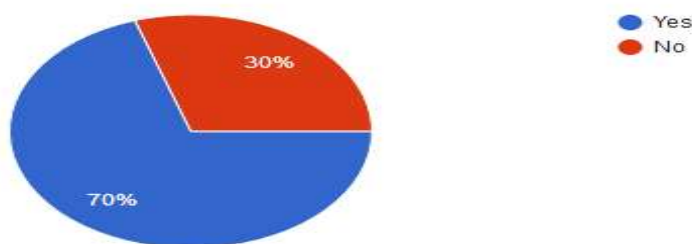


Fig 1.2 :It was indicated that 78.3% students found that Google classroom an effective way of learning as it was more likely to organize assignments and create a paperless classroom and getting updated information.

### Do you find Google Classroom an effective way of learning?

60 responses

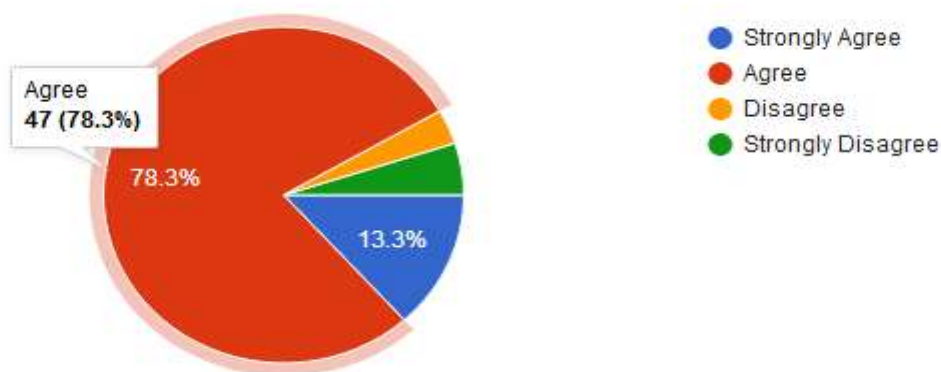


Fig1.3 the channel which the students preferred were online mode i.e Google classroom as it indicated Virtual school enables students to log into synchronous learning or asynchronous learning courses anywhere there is an internet connection.

### Which of the following way is the best way to keep important notes?

50 responses

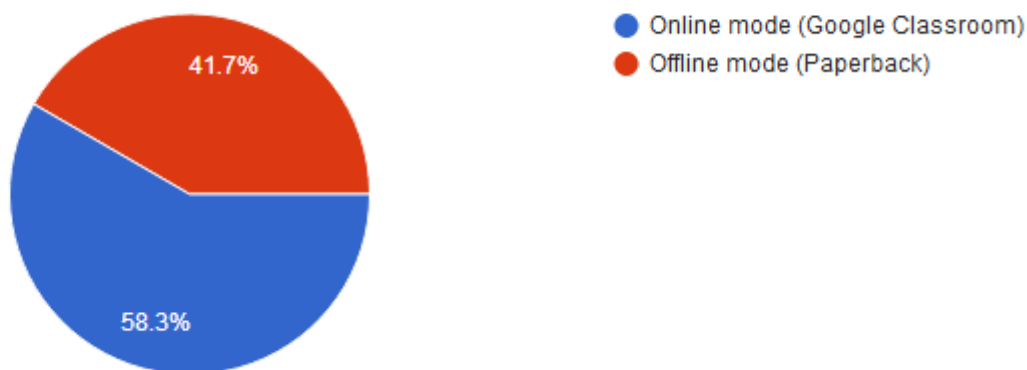


Fig 1.4 it shows that students felt that due to Google classroom they were getting updated information and it helped them to be organised and created a sense of responsibility to complete their day to day assignment.

## Are you more aware about your academics after using Google Classroom?

60 responses

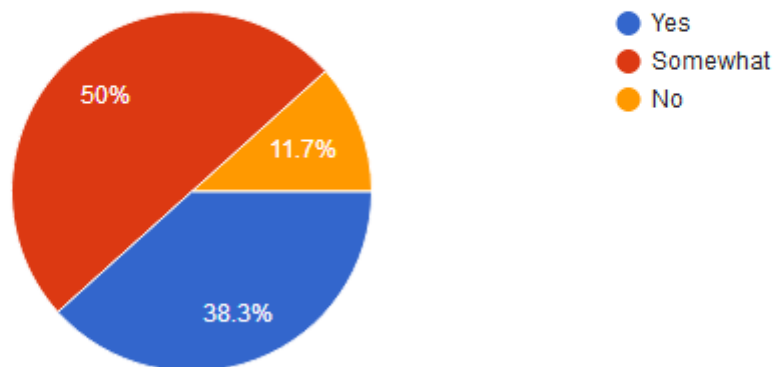


Fig:1.5 It was noticed by 42.4% respondents felt that it is easy to submit the assignment through Google classroom as more convenient and secured.

## In what ways Google Classroom is helping you

59 responses

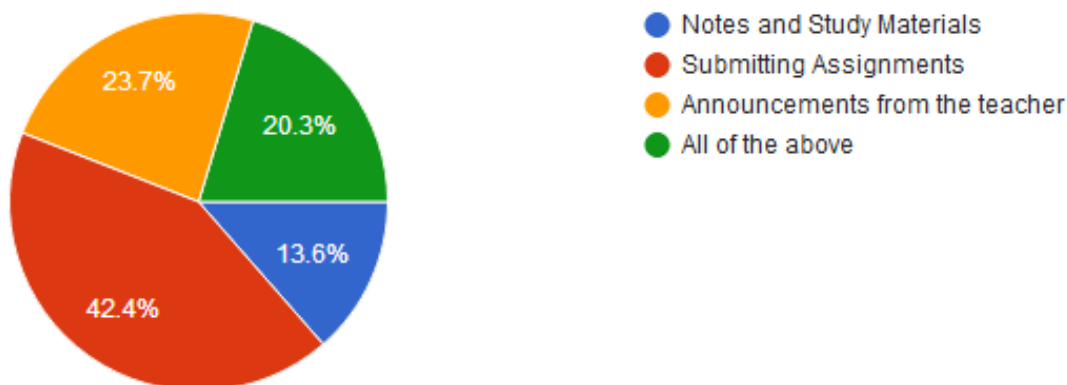
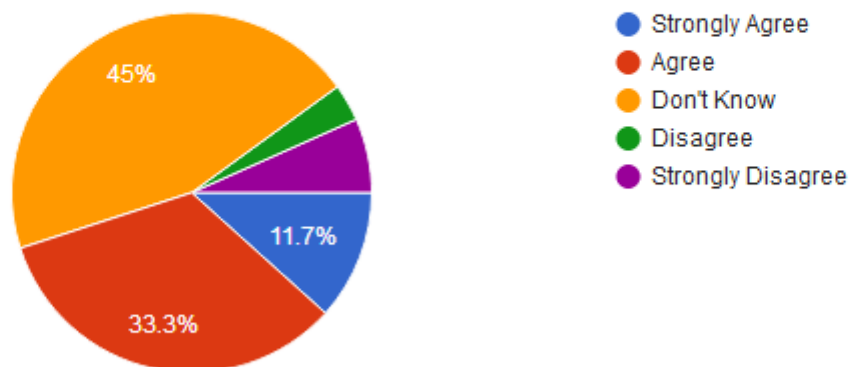


Fig 1.6 it was indicated through the response 33.3% respondent agreed that google classroom helps them to score better marks as they are able to send assignment on time.



## Do you believe Google Classroom will have a positive impact on your scorecard?

60 responses



## Recommendations

The current study, although small, provides helpful suggestions and considerations for using Google Classroom and other non-traditional LMSs in higher education. Google Classroom is new to some students in higher education, so tutorials can be helpful. Several students in my study mentioned discomfort while submitting assignments and connectivity problems. Given this, it would be beneficial to show tutorials about the usability of Google Classroom.

Tags can be helpful for organizing course data if the course stream begins to get crowded, which can occur in large courses or courses with lots of material. Those teaching large courses will need to keep this in mind. Although some students may not be bothered by a full course stream (as was true of some participants in my study), tags also provide a way to keep course information organized.

Students can also benefit from Google Classroom's interactive components, particularly if they have no face-to-face access to the instructor and other students. In my study, participants felt connected to classmates and the professor because of the interactive opportunities in the classroom space. Among those opportunities are posting comments under stream-uploaded information and on assignments that are submitted through Google Docs. Students can also upload videos and photos to the course stream to interact in non-text-based ways.

In addition to providing opportunities to interact, encouraging students to take advantage of those opportunities and post comments and questions when using Google Classroom or other non-traditional LMSs is also important. Such interactive moments can be meaningful and help build community within the course, as well as help improve experiences with group assignments or other collaborative elements of the class. For example, when a student in one of my courses had a question about an assignment, another student was able to provide a response via the course stream. Students in my courses also seemed to enjoy the introduction assignments where they could comment on each other's text and photo contributions. These interactions proved helpful, as students had pair and group work later in the classes.

## Conclusion

Overall, the under graduate students of Mass Media in my study seemed to have a positive experience with Google Classroom. Students and faculties were able to have meaningful discussions about their work via Google Classroom Application. Although, the application has its challenges, aspects of the non-traditional LMS enhanced interactions in online courses. Students feel more connected with their teachers and also have become more responsive & attentive in their academics.

