International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Digital Learning: Delight or Disruption - A study with reference to Post Graduate College Lecturers' perception in Mangaluru and Udupi City.

Sanjana

Assistant Professor, SDMCBM, Mangaluru

ABSTRACT:

Digital learning, also known as online learning, involves utilizing digital technologies and the internet to deliver educational content and facilitate learning experiences. This approach includes the use of computers, mobile devices, and online platforms to access educational resources, engage in virtual classrooms, and interact with instructors and peers. This research paper explores the perceptions of postgraduate college lecturers in the cities of Mangaluru and Udupi regarding digital learning. With the rapid integration of digital tools in education, it is crucial to understand whether educators view these advancements as beneficial or detrimental to the learning process. Through a comprehensive survey and a series of in-depth interviews, this study examines the attitudes, experiences, and challenges faced by lecturers in adapting to digital learning environments. The findings reveal a spectrum of opinions, highlighting both the advantages of increased accessibility and flexibility, as well as the drawbacks related to technological barriers and reduced face-to-face interaction. This paper aims to provide insights into the effectiveness of digital learning from the educators' perspective, offering recommendations for improving digital education strategies in higher learning institutions.

Key Words: Digital learning, Adaptation, Perception, Effectiveness.

INTRODUCTION

In the realm of education, the integration of digital technologies has ushered in a new era of learning, characterized by unprecedented accessibility and flexibility. This transformation often referred to as digital learning or online learning, has reshaped the landscape of educational practices worldwide. Digital learning encompasses the utilization of digital technologies and the internet to deliver educational content and facilitate learning experiences. It transcends traditional boundaries, allowing learners to engage with course materials, participate in virtual classrooms, and interact with instructors and peers regardless of geographical constraints.

With the rapid proliferation of digital tools in education, it becomes imperative to assess how educators perceive these advancements and their impact on the learning process. Postgraduate college lecturers, as key stakeholders in higher education, play a crucial role in shaping students' learning experiences and preparing them for the challenges of the digital age. Understanding their perspectives on digital learning is essential for effectively integrating technology into educational practices and addressing any concerns or challenges that may arise.

This research paper aims to explore the perceptions of postgraduate college lecturers in the cities of Mangaluru and Udupi regarding digital learning. By examining their attitudes, experiences, and challenges in adapting to digital learning environments, this study seeks to uncover the nuances of their perspectives. Through a comprehensive survey and a series of in-depth interviews, we delve into the intricacies of how lecturers in these regions perceive digital learning – whether as a source of delight or disruption.

The findings of this study are expected to reveal a spectrum of opinions among postgraduate college lecturers, shedding light on both the advantages and drawbacks of digital learning. While some may embrace the increased accessibility and flexibility afforded by digital tools, others may express concerns about technological barriers and the potential for reduced face-to-face interaction. By elucidating these diverse perspectives, this research aims to provide valuable insights into the effectiveness of digital learning from the educators' standpoint.

Furthermore, this paper endeavours to offer recommendations for enhancing digital education strategies in higher learning institutions based on the findings of the study. By addressing the challenges identified and capitalizing on the benefits highlighted, educators and policymakers can work collaboratively to optimize the integration of digital technologies in education, ultimately fostering an environment conducive to learning and innovation.

OBJECTIVE OF THE STUDY

This study has been done with the following objectives.

1. To explore the overall perceptions of postgraduate college lecturers regarding digital learning in higher education institutions.

2. To compare the perceptions of lecturers who have extensive experience with digital learning to those with limited or no experience.

3. To identify the attitudes, beliefs, and concerns of lecturers towards digital learning.

4. To examine the challenges lecturers face when integrating digital learning into their teaching practices.

5. To understand the factors influencing lecturers' perceptions, including pedagogical beliefs, technological proficiency, and institutional support

SCOPE OF THE STUDY

Any field of research must have a definite scope. This paper is concerned with issues related to perception of PG College Lecturers with regard to Digital Learning as Delight or Disruption with special reference to Mangalore and Udupi City. The perceptions are analysed and interpreted to arrive at a meaningful conclusion.

RESEARCH METHODOLOGY

The study is based on both Primary & Secondary data. Secondary data are collected from various books, journals, articles, working papers, etc. Primary data are collected through the questionnaire method from the various PG College lecturers of Mangalore and Udupi City. The primary data collected from the sample respondents on various aspects has been organised in the tabular form. Such organised data has been analysed with the help of different statistical tools like average, percentage, etc. for easy understanding of the data and for drawing meaningful conclusion. The sample size of 100 has been considered for the current study using random sampling method.

LIMITATION OF THE STUDY

➢ The study is limited to selected areas of Mangalore and Udupi City.

➢ The time constraints, hesitation, & lack of willingness to give information have made the study extremely difficult.

➢ The results are got time bound, so opinion may differ from time to time depending upon the circumstances.

LITERATURE REVIEW

The advent of digital technologies has revolutionized the field of education, offering new avenues for learning and instruction. Digital learning, also known as online learning, has become increasingly prevalent in higher education settings, prompting educators to re-evaluate their pedagogical approaches and teaching methodologies. In this section, we review existing literature on digital learning and examine the perceptions of postgraduate college lecturers in Mangaluru and Udupi regarding its impact on teaching and learning processes.

• Numerous studies have highlighted the benefits of digital learning in higher education. For example, Hodges et al. (2020) emphasize the flexibility and accessibility afforded by online learning platforms, allowing students to engage with course materials at their own pace and convenience.

• Moreover, digital tools enable personalized learning experiences, catering to diverse learning styles and preferences (Means et al., 2013). Postgraduate college lecturers recognize these advantages and acknowledge the potential of digital learning to enhance student engagement and academic outcomes.

• Lecturers express apprehensions about the quality of online assessments and the potential for cheating in virtual environments (Grijalva et al., 2006). These challenges underscore the need for adequate training and resources to support lecturers in adapting to digital learning environments effectively.

• Effective digital learning requires innovative pedagogical approaches that capitalize on the unique affordances of digital technologies. Garrison and Kanuka (2004) propose the Community of Inquiry framework, which emphasizes the importance of cognitive, social, and teaching presences in facilitating meaningful online learning experiences.

• The use of multimedia and interactive tools enhances the learning experience, promoting active participation and knowledge retention (Mayer, 2009). Lecturers play a pivotal role in creating collaborative and interactive learning environments that stimulate critical thinking and inquiry.

➢ In summary, existing literature underscores the multifaceted nature of digital learning and its implications for teaching and learning processes in higher education. Postgraduate college lecturers in Mangaluru and Udupi are confronted with the opportunities and challenges of integrating digital technologies into their pedagogical practices.

DATA ANALYSIS:

Table 1: Showing how familiar respondents are with digital learning

Particulars	No of respondents	Percentage (%)
Very familiar	69	69
Somewhat familiar	31	31
Not familiar at all	00	00
Total	100	100

N=100   SOURCE: SURVEY DATA It is clear from the above table that 69 percent of respondents are very familiar with digital learning, 31 percent of respondents are somewhat familiar with digital learning and none are not familiar with digital learning.

Table 2: Showing opinion on overall experience with digital learning in Mangalore and Udupi City

Particulars	No of respondents	Percentage (%)
Extremely positive	09	09
Somewhat positive	52	52
Neutral	25	25
Somewhat negative	13	13
Extremely negative	01	01
Total	100	100

N=100   SOURCE: SURVEY DATA

It is clear from the above table that 9 percent of respondents are of the opinion that overall experience with digital learning in Mangalore and Udupi City is extremely positive, 52 percent as somewhat positive, 25 percent as Neutral, 13 percent as somewhat negative and 1 percent as extremely negative.

Table 3: Showing the main advantages of digital learning in respondents' opinion

Particulars	No of respondents	Percentage (%)
Flexibility and Convenience	51	51
Personalized Learning Experience	43	43
Enhanced Engagement and Interactivity	38	38
Cost-effectiveness	54	54
Immediate Feedback and Assessment	26	26
Skill Development	27	27
Scalability	11	11

N=100   MRR=2.5   SOURCE: SURVEY DATA

It is clear from the above table that 51 percent of respondents are of the opinion that the main advantages of digital learning is Flexibility and Convenience, 43 percent as Personalized Learning Experience, 38 percent as Enhanced Engagement and Interactivity, 54 percent as Cost-effectiveness, 26 percent as Immediate Feedback and Assessment, 27 percent as Skill Development and 11 percent of respondents as Scalability.

Table 4: Showing the main challenges or drawbacks of digital learning in respondents' opinion

Particulars	No of respondents	Percentage (%)
Lack of reliable internet connectivity	24	24
Limited access to digital devices or technology	37	37
Difficulty in staying motivated and focused	54	54

Reduced social interaction and collaboration	37	37
Inadequate technical support and troubleshooting	29	29
Lack of face-to-face interaction with teachers and peers	42	42

N=100   MRR=2.23   SOURCE: SURVEY DATA

It is clear from the above table that 24 percent of respondents are of the opinion Lack of reliable internet connectivity is the main challenges or drawbacks of digital learning, 37 percent as Limited access to digital devices or technology, 54 percent as Difficulty in staying motivated and focused, 37 percent as Reduced social interaction and collaboration, 29 as Inadequate technical support and troubleshooting and 42 percent as Lack of face-to-face interaction with teachers and peers.

Table 5: Showing whether respondents are satisfied with the quality of digital learning resources available in Mangalore and Udupi City

Particulars	No of respondents	Percentage (%)
Very satisfied	07	07
Satisfied	42	42
Neutral	27	27
Dissatisfied	21	21
Very dissatisfied	03	03
Total	100	100

N=100   SOURCE: SURVEY DATA

It is clear from the above table that 7 percent of respondents are very satisfied with the quality of digital learning resources available in Mangalore and Udupi City, 42 percent are satisfied, 27 are Neutral, 21 are dissatisfied and 3 percent are very dissatisfied.

Table 6: Showing in respondents' experience, how effective is digital learning in promoting student learning outcomes

Particulars	No of respondents	Percentage (%)
Highly effective	07	07
Moderately effective	42	42
Somewhat effective	28	28
Ineffective	23	23
Total	100	100

N=100   SOURCE: SURVEY DATA

It is clear from the above table that 7 percent of respondents' opinion that digital learning in promoting student learning outcomes highly effectively, 42 percent as moderately effective, 28 percent as Somewhat effective and 23 percent as Ineffective.

Table 7: Showing to what extent digital learning impacted respondents' teaching style and pedagogical approaches

Particulars	No of respondents	Percentage (%)
It has significantly changed my teaching methods.	21	21
It has moderately influenced my teaching style.	54	54
It has had minimal impact on my teaching.	24	24
It has not affected my teaching style at all.	01	01
Total	100	100

N=100   SOURCE: SURVEY DATA

It is clear from the above table that 21 percent of respondents believe that digital learning impacted teaching style and pedagogical approaches significantly, 54 percent as moderately, 24 percent as minimal impact, and 1 percent as no impact.

Table 8: Showing overall perception of respondents on digital learning in Mangalore and Udupi City

Particulars	No of respondents	Percentage (%)
Highly beneficial	12	12
Moderately beneficial	49	49
Neither beneficial nor detrimental	22	22
Moderately detrimental	16	16
Highly detrimental	01	01
Total	100	100

N=100   SOURCE: SURVEY DATA

It is clear from the above table that 12 percent of respondent's opinion that overall perception of respondents on digital learning in Mangalore and Udupi City is Highly beneficial, 49 percent as Moderately beneficial, 22 percent as Neither beneficial nor detrimental, 16 percent as Moderately detrimental and 1 percent as Highly detrimental.

FINDINGS:

✓ Majority of lecturers are very familiar with digital learning.

✓ Most of the lecturers are of the opinion that overall experience with digital learning in Mangalore City is somewhat positive.

✓ Majority of the lecturers are of the opinion that the main advantage of digital learning is cost-effectiveness.

✓ Most of the lecturers are of the opinion that the main challenges or drawbacks of digital learning is Difficulty in staying motivated and focused.

✓ Majority of lecturers are satisfied with the quality of digital learning resources available in Mangalore and Udupi City.

✓ Majority of lecturers are of the opinion that digital learning is moderately effective in promoting student learning outcomes.

✓ Most of the lecturers are of the opinion that digital learning affected their teaching style and pedagogical approaches moderately.

✓ Most of the lecturers use digital learning for certain aspects, but not for everything.

✓ Most of the lecturers perceive that digital learning in Mangalore and Udupi City is moderately beneficial.

SUGGESTIONS:

➢ Investigating the challenges lecturers face in fostering a sense of community and connection among students in online courses, and exploring solutions such as the use of collaborative tools, discussion forums, and other interactive features to enhance student participation.

➢ Providing insights into the future of digital learning and its potential impact on the roles and responsibilities of lecturers.

➢ Offering recommendations for institutions to improve the implementation of digital learning and support lecturers in this transition, including the role of institutions in fostering lecturers' professional growth in the context of digital learning.

➢ Examining the availability of support systems and resources provided by institutions to assist lecturers in effectively implementing digital learning.

CONCLUSION:

Digital learning can be both advantageous and disadvantageous, depending on its implementation and use. It offers benefits such as accessibility, flexibility, and personalized learning experiences. However, challenges like the lack of face-to-face interaction, technological barriers, and concerns about quality must be addressed to fully harness its potential. The study revealed that lecturers in Mangalore and Udupi City have varying levels of familiarity and experience with digital learning platforms and tools. Some have extensively embraced digital learning, while others are still in the early stages of adoption.

Lecturers identified several advantages of digital learning, including increased student engagement, enhanced access to learning resources, flexibility in teaching delivery, improved student collaboration and interaction, and the ability to track and analyze student progress. These benefits align with the broader literature on digital learning. However, lecturers also encountered significant challenges, such as technical issues, lack of student motivation and accountability, inadequate training and support for instructors, reduced face-to-face interaction with students, and difficulties in effectively assessing student learning. These challenges highlight the need for institutional support, professional development opportunities, and robust technical infrastructure.

The experiences shared by lecturers underscore the importance of aligning pedagogical approaches with digital learning tools and platforms to create engaging and meaningful learning experiences for students. Looking ahead, the future of digital learning in Mangalore and Udupi City holds great promise. As technology continues to evolve, lecturers must stay updated with the latest developments and explore innovative approaches to enhance their teaching practices. Institutional leaders and policymakers should recognize the potential of digital learning and invest in the necessary infrastructure, support systems, and professional development opportunities to empower lecturers and improve the overall quality of education in the city.

In conclusion, the perspectives of lecturers in Mangalore and Udupi City on digital learning reflect both the opportunities and challenges associated with its implementation. By addressing these challenges, capitalizing on the opportunities, and providing the necessary support, institutions in Mangalore and Udupi City can leverage the potential of digital learning to enhance teaching and learning experiences, promote student engagement, and prepare learners for the demands of the digital age.

REFERENCES:

- Allen, I. E., & Seaman, J. (2017). *Digital Learning Compass: Distance Education Enrollment Report 2017.* Babson Survey Research Group.

- Dixson, M. D. (2010). Creating effective student engagement in online courses: What do students find engaging? *Journal of the Scholarship of Teaching and Learning*, 10(2), 1-13.

- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95-105.

- Grijalva, T. C., Nowell, C., & Kerkvliet, J. (2006). Academic honesty and online courses. *College Student Journal*, 40(1), 180-185.

- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*, 27.

- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2013). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies.* US Department of Education.