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Assessing Bangladeshi University Students' Virtual Learning Activities: Experiences and Expectations

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Everyday there is something new on the Internet. And mostly, it is the youth who are up-to-date with such information and updates. They are using these new pieces of information, updates, and tools for various purposes, one of which is to get help. Nowadays, a lot of students use the Internet to learn more about their subjects, topics discussed in the classroom, and beyond. Due to the advancement of technology and access to information, they have now shifted their attention from many physical learning sources to online learning tools. There are many faculty members who are using online tools while teaching as well, although, there are some teachers who are not using or are not familiar with many of the online tools that are being used by their students. The objective of this paper is to contribute in minimizing the gap. This paper explores students' online learning activities by studying their experiences and expectation. This study shows how much time students are spending online, what they are usually looking for, their searching techniques, types of online learning tools they use, websites they frequently visit to get information, software or applications they have found useful, classroom activities they do outside the classroom using the Internet, and types of class activities they want to do outside the classrooms. This is an interview based research which focuses on 75 students of three private universities of Bangladesh from various departments and courses. Furthermore, it includes challenges encountered by students while searching or accessing any course related contents and their expectations from their teachers in those circumstances. The outcome of this research will help educators in auditing students' virtual learning habits and will also help them redesign their course outlines accordingly.

Keywords: *Virtual learning habits, online learning tools, redesigning course outlines.*

As a participant observer this researcher has seen many discrepancies among the university students in their online study habits. The discrepancies mainly occurred when some of their teachers used online tools for their course related activities and others did not. Students did not get any motivation from teachers who did not use virtual platform for educational purposes. While some students proactively found ways to find online study tools which were helpful for completing coursework, others felt unmotivated to do so. Some of the students who were using the Internet, in most cases they had no idea about the source which they were consulting for a course.

The teaching environment is changing. In the twenty first century, regular classrooms of chalk, duster, and blackboards are turning into digital multimedia classrooms. In Bangladesh, Jaago Foundation is operating 10 online schools in Gazipur, Rajshahi, Gaibandha, Madaripur, Bandarban, Lakshmipur, Dinajpur, Rangpur, Hobiganj, and Teknaf (jaago.com.bd). Several universities in Bangladesh are providing

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classroom materials through different learning management softwares (LMS) such as Moodle[20]. Many students are giving online tests, submitting their assignments, and getting their grades online outside their classroom. Classroom activities which are done outside the classroom through the Internet create opportunities for teachers to administer other classroom activities. In order to utilize the Internet for university students' educational purposes, it is crucial to assess their virtual learning activities, their experiences and expectations. This paper addresses the challenges faced by the students and shows how teachers can help.

Students studying in Bangladeshi universities are using online tools to get help for their courses. Their virtual activities are largely unsupervised. By auditing students' virtual activities and analyzing their experiences instructors can improve their students' learning experiences. The objective of this research is to present and analyze the responses of 75 students of three Bangladeshi universities who are using the Internet for learning purposes. This study will identify university students' current virtual activities, their usual online habits, how they are using online platforms for learning purposes, how they are participating in classroom activities via the Internet, challenges they face while learning, and how teachers can help in resolving their virtual learning challenges. This study will help instructors identify opportunities they and their students currently have utilizing which both parties will be able to upgrade their educational environment beyond classrooms. Most importantly, it will discuss ways a course instructor can benefit from capitalizing the virtual sphere and by restructuring his or her course outline to improve the overall teaching and learning environment.

Methodology

For the interview purpose, a questionnaire consisting of ten questions has been used for collecting students' responses. The survey was done in between February and March of 2016. The respondents were from the University of Liberal Arts Bangladesh, United International University, and Daffodil International University. 25 random students from each university were given hard copies of the questionnaire to write their responses. A total of 75 responses from the undergraduate students have been collected for consideration. Out of 75 respondents only one voluntarily decided to become a sample participant for the survey. Other respondents were approached by this researcher and were asked for their voluntary participation for the survey. The survey was done in various locations of each university buildings. The locations involved library, classrooms, canteens, and corridors. Responses were taken separately in order to avoid bias among the respondents. The sample participants were made aware of the contents and purpose of the research before answering the questions. The questionnaire included eight multiple choice questions and two descriptive questions. Students could choose from more than one of the multiple choice questions (except question number 1) and they had another box to include their own answers. All the collected responses have been recorded in an online survey software named Survey Monkey for data analysis. The sampling technique was random. Finally, the study used both quantitative and qualitative analyses.

Literature Review

Research shows that "…in the context of information technology (IT) basic skills training in undergraduate education, there are no significant differences in performance between students enrolled in the two environments (Piccoli, Ahmad, and Ives, 2001)." Piccoli, Ahmad, and Ives (2001) also noted, "However,

[20] Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments. Retrieved from: https://docs.moodle.org/30/en/About_Moodle on 27/03/16.

the VLE[21] leads to higher reported computer self-efficacy, while participants report being less satisfied with the learning process." Bairagi, Rajon, and Roy (2011) find that 80% of the Universities/Equivalent institutions (in Bangladesh) have their own web pages, more than 80% teachers and students have ICT[22] knowledge, and 62.97% teachers use multimedia in the classroom. In section 7.6 titled *eClassroom: Substituting the virtual for the real* Dutton, Cheong, and Park (2004) explain,

> Professor 6 sees his role as a "facilitator of learning". He is available on campus during weekly office hours, schedules virtual office and classroom meetings via eClass and encourages interaction via email, telephone, fax and post. Two teaching assistants offer administrative support to help him respond to students efficiently and with personalized care. One summer he taught the same course with students from other universities in a complete distance education format, in which he substituted the campus meetings with interactive television sessions.

These studies found that undergraduate classrooms are becoming digitalized and many classrooms are keeping their activities running online even when the physical classroom is closed. As about 80% of both students and teachers have ICT knowledge, it could be surmised that they are and will be comfortable with the virtual classroom concept. This study presents the ways students are utilizing and cooperating with virtual classroom environments which they currently have in Bangladesh and how teachers can utilize the innovation for redesigning their course outlines.

Research Questions

1) How students are utilizing online tools for their study purposes?
2) How teachers can adjust their classroom materials to this environment?

Results and Analysis

Table-1

Students' average time spent online

Answer Choices–	Responses–
– Less than 1 hour	10.67% 8
– More than 1 hour but less than 3 hours	22.67% 17
– More than 3 hours but less than 5 hours	25.33% 19
– More than 5 hours but less than 7 hours	20.00% 15
– More than 7 hours	21.33% 16
Total	75

The survey shows (Table 1) that students are spending a significant amount of time online every day for various purposes. It means that they have access to and are interested in online contents. During the survey, many of the respondents emphasized that their time spent online differs. Some days they are online beyond ten hours and some days they are just using it for a reasonable amount of time. This study, however, has not asked about their motivational factors which encourage or discourage their online presence and activities.

[21] VLE stands for Virtual Learning Environment.
[22] ICT stands for Information, Communication and Technology.

Table-2
What Studets Usually Browse on the Internet

Answer Choices–	Responses–
– Newspapers	49.33% 37
– Magazines	10.67% 8
– Videos	70.67% 53
– Audios	32.00% 24
– Books	32.00% 24
– Journals	16.00% 12
– Social Networks	84.00% 63
– Add your answer here	4.00% 3
Total Respondents: 75	

The research shows that students are mostly browsing social networks, videos, newspapers, audio, and books (Table 2). They are also browsing journals and magazines. These are indications that they are already virtual readers and audience. As most students are browsing social media and are also interested in audios and videos, any instructor can utilize these platforms to make educational contents available as well. By sharing a relevant piece of news, report, excerpt from any book, journal, magazine, or by sharing a course related video or audio file or link, an instructor can easily make his or her students better informed.

Table-3
Students' Online Information Searching Practice

Answer Choices–	Responses–
– I search my inquiries on Google	96.00% 72
– I type the keywords on YouTube	52.00% 39
– I ask questions on Yahoo	9.33% 7
– I post my questions on Facebook Groups	25.33% 19
– I ask questions at the Research Gate	5.33% 4
– Add your answer here	2.67% 2
Total Respondents: 75	

Teachers should get themselves acquainted (if they are not) with these search tools and websites. The survey shows that most students are using Google, YouTube, and Facebook Groups to find out answers to their questions (Table 3). Abrupt questions in a classroom break the regular flow of an ongoing lecture. It has been observed by the researcher that most of the time students ask the questions which could be easily found on the Internet. By making students aware of these search tools and websites, any teacher can avoid such interruption.

Table-4
Online Tools Used by the Students

Answer Choices–	Responses–
– Moodle	26.67% 20
– Adobe Connect	20.00% 15
– Google Hangout	56.00% 42
– Blackboard	2.67% 2
– EdX	4.00% 3
– Coursera	9.33% 7
– Lynda	2.67% 2
– Add your answer here	8.00% 6
Total Respondents: 75	

Table 4 shows that 56% of students use Google Hangout,[23] 26.67% use Moodle, 20% use Adobe Connect,[24] 9.33% Coursera,[25] 4% edX,[26] 2.67% Blackboard,[27] and 2.67% Lynda.[28] Four of the respondents

[23] Google Hangouts is a communication platform developed by Google which includes instant messaging, video chat, SMS and VOIPfeatures. Retrieved from: https://en.wikipedia.org/wiki/Google_Hangouts on 27/03/16.

[24] Adobe Connect (formerly *Presedia PublishingSystem*, *Macromedia Breeze*, and *Adobe Acrobat Connect Pro*) is software used to create information and general presentations, online training materials, web conferencing, learning modules, and user desktop sharing. The product is entirely Adobe Flash based. All meeting rooms are organized into 'pods'; with each pod performing a specific role (i.e. chat, whiteboard, note, etc.). Retrieved from: https://en.wikipedia.org/wiki/Adobe_Connect on 27/03/16.

[25] Coursera is an education platform that partners with top universities and organizations worldwide, to offer courses online for anyone to take. Retrieved from: https://www.coursera.org/about/ on 27/03/16.

[26] edX is a massive open online course (MOOC) provider. It hosts online university-level courses in a wide range of disciplines to a worldwide student body, including some courses at no charge. Retrieved from: https://en.wikipedia.org/wiki/EdX on 27/03/16

[27] Blackboard Inc. is an educational technology company with corporate headquarters in Washington, D.C. It is known for its Blackboard Learn learning management system. Retrieved from: https://en.wikipedia.org/wiki/Blackboard_Inc. on 27/03/16.

[28] lynda.com is a leading online learning company that helps anyone learn business, software, technology and creative skills to achieve personal and professional goals. Through individual, corporate, academic and government

said they have never used any online tools to get help and one of them has used Edusoft Learning,[29] and another respondent have used Blogs and Economics websites. The respondents, after seeing few options in the questionnaire, have enquired about the tools. The figures imply that the students can use online learning tools which mean that teachers can use this opportunity to their benefit as well. There are many other online tools which both the teacher and learner can utilize to reduce classroom pressure.

Table-5

Websites Students Frequently Visit to Get Information

Answer Choices–	Responses–
– EdX	13.33% 10
– JSTOR	6.67% 5
– Academia	38.67% 29
– Khan Academy	8.00% 6
– Research Gate	16.00% 12
– Coursera	10.67% 8
– Lynda	6.67% 5
– Tutsplus	2.67% 2
– Add your answer here	28.00% 21
Total Respondents: 75	

From Table 5 it can be seen that 38.67% of students visit Academia,[30] 16% Research Gate,[31] 13.33% edX, 10.67% Coursera, 8% Khan Academy,[32] 6.67% JSTOR,[33] 6.67% Lynda, and 2.67% Tutsplus.[34] 11 of the

subscriptions, members have access to the lynda.com video library of engaging, top-quality courses taught by recognized industry experts. Retrieved from: http://www.lynda.com/aboutus/ on 27/03/16.

[29] Edusoft is a global leader and innovator of technology-assisted English language learning solutions. With 20 years of proven educational expertise and a growing client base of 19 ministries of education, plus thousands of worldwide institutions, Edusoft delivers customized, cost-effective English learning solutions for government, education, and corporate sectors across the globe. Retrieved from: http://www.edusoftlearning.com/about-us/about-us-more/ on 27/03/16.

[30] Academia.edu is a platform for academics to share research papers. The company's mission is to accelerate the world's research. Retrieved from: https://www.academia.edu/about on 27/03/16.

[31] ResearchGate is a social networking site for scientists and researchers to share papers, ask and answer questions, and find collaborators. Retrieved from: https://en.wikipedia.org/wiki/ResearchGate on 27/03/16.

[32] Khan Academy is a non-profit educational organization created in 2006 by educator Salman "Sal" Khan with the aim of providing a free, world-class education for anyone, anywhere. The organization produces short lectures in the form of YouTube videos. In addition to micro lectures, the organization's website features practice exercises and tools for educators. All resources are available for free to anyone around the world. The main language of the

respondents either never visited or did not know which websites they frequently visited, while some of them visited Wikipedia,[35] various social blogs, and Purdue OWL (for English).

Table-6

Software or Application Students Found Useful for Learning Purposes

Answer Choices–	Responses–
– Microsoft Encarta	14.67% 11
– Microsoft Office	80.00% 60
– Merriam Webster	6.67% 5
– E-book Reader	56.00% 42
– Google Drive	72.00% 54
– Dropbox	36.00% 27
– Add your answer here	1.33% 1
Total Respondents: 75	

The study finds that 80% of students think Microsoft Office[36] is a useful software for learning purposes (Table 6). 72% of students have found Google Drive[37] useful, 56% E-book reader,[38] 36% Dropbox,[39]

website is English, but the content is also available in other languages. Retrieved from: https://en.wikipedia.org/wiki/Khan_Academy on 27/03/16.

[33] JSTOR is a digital library of academic journals, books, and primary sources. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. Retrieved from: http://about.jstor.org/about on 27/03/16.

[34] Tutsplus or EnvatoTuts+ offers online courses and tutorials on web development, design, illustration, photography, video, music and other digital courses. It has served over 250 million students since launch. Retrieved from: https://en.wikipedia.org/wiki/Envato#Envato_Tuts.2B on 27/03/16.

[35] Wikipedia is a multilingual, web-based, free-content encyclopedia project supported by the Wikimedia Foundation and based on a model of openly editable content. Retrieved from: https://en.wikipedia.org/wiki/Wikipedia:About on 27/03/16.

[36] Microsoft Office is an office suite of applications, servers, and services developed by Microsoft. Retrieved from: https://en.wikipedia.org/wiki/Microsoft_Office on 27/03/16.

[37] Google Drive is a file storage and synchronization service created by Google. It allows users to store files in the cloud, share files, and edit documents, spreadsheets, and presentations with collaborators. Google Drive encompasses Google Docs, Sheets, and Slides, an office suite that permits collaborative editing of documents, spreadsheets, presentations, drawings, forms, and more. Retrieved from: https://en.wikipedia.org/wiki/Google_Drive on 27/03/16.

[38] An e-reader, also called an e-book reader or e-book device, is a mobile electronic device that is designed primarily for the purpose of reading digital e-books and periodicals. Retrieved from: https://en.wikipedia.org/wiki/E-reader on 27/03/16.

14.67% Microsoft Encarta,[40] and 6.67% Merriam Webster.[41] One of the respondents has used Adobe Photoshop[42] for learning purposes.

Table-7

Classroom Activities Students Do Online Outside Their Classroom

Answer Choices–	Responses–
– I submit assignments online	86.67% 65
– I submit presentations online	42.67% 32
– I submit projects online	26.67% 20
– I am giving online tests	30.67% 23
– I submit reviews online	24.00% 18
– I collaborate in group assignments	33.33% 25
– Add your answer here	0.00% 0
Total Respondents: 75	

Table 7 above shows that 86.67% of students submit assignments, 42.67% submit presentations, 33.33% collaborate in group assignments, 30.67% give online tests, 26.67% submit projects, and 24% submit reviews online outside their classroom. To maximize students' virtual classroom activities, teachers can restructure their course outlines. More research needs to be done to find out whether students are more interested in pen-and-paper assignments or online assignments. By submitting assignments, projects, and reviews online, students save money which would have been spent in the case of pen-and-paper assignments. And by taking online tests, teachers can also help save money which would be spent on the printed and photocopied questions, and answer scripts. But again, more research needs to be done to find out teachers' experience on this regard.

[39] Dropbox is a file hosting service operated by Dropbox, Inc., headquartered in San Francisco, California, that offers cloud storage, file synchronization, personal cloud, and client software.Dropbox allows users to create a special folder on their computers, which Dropbox then synchronizes so that it appears to be the same folder (with the same contents) regardless of which device is used to view it. Files placed in this folder are also accessible via the Dropbox website and mobile apps. Retrieved from: https://en.wikipedia.org/wiki/Dropbox_(service) on 27/03/16.

[40] Microsoft Encarta was a digital multimedia encyclopedia published by Microsoft Corporation from 1993 to 2009. Retrieved from: https://en.wikipedia.org/wiki/Encarta on 27/03/16.

[41] Merriam-Webster is America's foremost publisher of language-related reference works. The company publishes a diverse array of print and electronic products, including *Merriam-Webster's Collegiate® Dictionary, Eleventh Edition*—America's best-selling desk dictionary—and *Webster's Third New International Dictionary, Unabridged*. Retrieved from: http://www.merriam-webster.com/about-us/faq on 27/03/16.

[42] Adobe Photoshop is a raster graphics editor developed and published by Adobe Systems for Windows and OS X. Retrieved from: https://en.wikipedia.org/wiki/Adobe_Photoshop on 27/03/16.

Table-8

Classroom Activities Students Want to Do Online

Answer Choices–	Responses–
– I want to watch video lectures of the class	73.33% 55
– I want all my course materials online	56.00% 42
– I want to attend classes through webinar	14.67% 11
– I want my teacher to solve my problems through private messages	41.33% 31
– Add your answer here	2.67% 2
Total Respondents: 75	

This survey finds that 73.33% of students want to watch video lectures of the class, 56% students want their course materials online, 41.33% students want their teacher to solve their problems through private messages, and 14.67% students want to attend classes through webinars[43] (Table 8). One respondent wants the teacher to reply through emails, not private messages, and another respondent wants video and audio links of any given lecture to be made available.

- List of the challenges encountered by the respondents while searching or accessing any course related contents

Out of 75 students, 29 respondents have expressed challenges which they have personally encountered while accessing any course related contents. Their responses are shown here verbatim from the survey questionnaire.

1. Sometimes the information are not well provided or organized. Too many anonymous content related website but sometimes lack proper information that I require
2. Less efficiency. Spent more valuable time to collect information.
3. Usually they use difficult words which we cannot understand normally
4. I can't find the thing I want. The material is not too much authentic.
5. I don't get the actual information which I search sometimes
6. Accessing Google Scholar[44] and Google
7. Online sources provided by profession are often restricted
8. Access problem, Lack of information
9. Paid to access online sources.
10. Not enough required information. Often the found contents do to match with my course contents.

[43] A webinar is a live meeting that takes place over the web. The meeting can be a presentation, discussion, demonstration, or instructional session. Participants can view documents and applications via their computers, while shared audio allows for presentation and discussion. Retrieved from: https://www.minitex.umn.edu/Training/Webinars.aspx on 27/03/16.

[44] Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines. Retrieved from: https://en.wikipedia.org/wiki/Google_Scholar on 27/03/16.

11. Often I don't get scholarly articles on Google on the literary topics I need.
12. I don't find enough useful materials for learning purpose. The things I find either they are low grade materials like Shmoop,[45] SparkNotes[46] which give wrong information or they are too high level to understand like JSTOR
13. I have searched online for analysis of "Kopotakkho Nod" by Michael MadhusudanDutt but I didn't get exact result
14. It is difficult to find Facebook groups for the course. Materials found online seem difficult to grasp. Mostly unclear information are found.
15. Problem signing into restricted sites to get information. Sometimes link doesn't show up, only ads appear. Moodle is not always up-to-date.
16. Reliable sites were difficult to find.
17. Website interface doesn't seem to be user-friendly
18. Tutorial of any kind of software. HTML. CSSS. Boot Camp. Math lab.
19. Many websites asked for money to get the content
20. Sometimes, the internet does not work properly.
21. Information are not always found.
22. Slow access. Poor connection. Slow page.
23. Didn't find the exact content.
24. Information sources are very limited.
25. Slow network. Less capacity of lab. Less introduction is provided be the instructor.
26. The search results are in horrible shape.
27. Sometimes I don't find desired contents.
28. Too many links to choose from
29. Sometimes, I found invalid information or blank page which showed there is something in it but nothing is there.

- How the teacher can help in resolving the challenges that the students encounter

Out of 75 students, 26 respondents have expressed how their teachers can help them in resolving the challenges which they personally encounter while accessing any course related contents. Their responses are shown here verbatim from the survey questionnaire.

1. A teacher can make this easy for me
2. By giving course related information through Moodle
3. Teachers can tell which link to follow
4. They can provide us some names of useful website which will take short time and easy access for sorting problems. Teachers should also use the online options for serving teaching tutorials.
5. Teachers should provide class materials online
6. A teacher should give an all-inclusive lecture

[45] Shmoop provides free Learning Guides, Online Courses, College Readiness Prep, andTest Prep in a teen-friendly, approachable style with academically rigorous materials to help students. Retrieved from: http://www.shmoop.com/public/about_us/ on 28/03/16.

[46] SparkNotes, originally part of a website called The Spark, is a company started by Harvard students Sam Yagan, Max Krohn, Chris Coyne, and Eli Bolotin in 1999 that originally provided study guides for literature, poetry, history, film, and philosophy. Later, SparkNotes expanded to provide study guides for a number of other subjects, including biology, chemistry, economics,health, math, physics, and sociology. Retrieved from: https://en.wikipedia.org/wiki/SparkNotes on 28/03/16.

7. By making a website. Helping face to face.
8. They can help us by using the text. He can suggest us various journals or online research paper.
9. Through advice and pointing out the opportunities
10. Teachers can provide a way to access those restricted materials without payment for student.
11. Teachers themselves can provide the necessary and relevant information to us or they can recommend websites where we can find what we need.
12. Video links should be provided for any lecture. Audio lecture should be made available. Teachers should be available for consultation.
13. By providing online link of corresponding subject. So that we can find them easily and get help from them.
14. If the teachers give us materials like second text materials by analyzing the level of student or on the basis of students' need, I think this challenge could resolve easily.
15. They can provide us with links of useful scholarly websites and article.
16. They should discuss about where to find sources and give references.
17. They can make those restricted materials available for the students after purchasing them. Moodle should be updated regularly.
18. Counseling outside the classroom.
19. Teachers should give messaging options or websites where a student can ask anything about course related activities.
20. Teachers should provide related contents to get rid of this problem.
21. By providing the teaching content on university website.
22. The issue is with the ISP and their management.
23. By the counseling hours or over the internet.
24. By discussing the problem in counseling hours.
25. By publishing solution for the desired content.
26. By giving us essential introduction.

Limitation of the Study

This study focused only on 75 students of three private universities due to time constraints and budget deficits. Even though both male and female students participated as sample respondents, their responses were not analyzed by their age, gender, social, or economic backgrounds. Resoponse from the teachers were not taken for this survey. At the University of Liberal Arts Bangladesh, the researcher could approach individual students up close in order to explain the questionnaire and answering process to them. In the case of the other two universities, the researcher could not approach most of the students to explain or clarify. This left some space for confusion and unanswered questions. Individual responses have not been analyzed separately in this paper.

Scope of Further Research

Survey on the increased number of universities, especially by including both private and public universities, the quality and the reliability of the data will be improved. Research questions focusing on the motivational factors of digital learning will help understanding the quality of virtual learning and teaching environment. Further research can be done by considering teachers' responses and by analyzing students' responses by their age, gender, social, or economic backgrounds.

Recommendations and Conclusion

At this stage, it is important that instructors take the responsibility to make their students aware of the educational tools and materials available online. Furthermore, they should encourage, motivate and supervise students' online activities at the same time. As students are already familiar with many useful

online learning management softwares, it will be easier for teachers to integrate them in many virtual classroom activities. Students' online tasks should be given proper feedbacks and acknowledgment so that they feel inspired. Lack of supervision, support, and feedback can make their virtual learning environment uninteresting. If students are given credits for what they do virtually then it will encourage and motivate their online study habit.

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Appendix

Assessing Bangladeshi University Students' Virtual Learning Activities:
Experience and Expectations
Survey Questions
(You can choose from more than one option)

1. On average, how much time do you spend online everyday?
   - Less than 1 hour
   - More than 1 hour but less than 3 hours
   - More than 3 hours but less than 5 hours
   - More than 5 hours but less than 7 hours
   - More than 7 hours
2. What do you usually browse on the internet?
   - Newspapers
   - Magazines
   - Videos
   - Audios
   - Books
   - Journals
   - Social Networks
   - Others
3. How do you search your desired information?
   - I search my inquiries on Google
   - I type the keywords on YouTube
   - I ask questions on Yahoo

- I post my questions on Facebook Groups
- I ask questions at the Research Gate
- Others

4. Which of the following online learning tools have you used?
   - Moodle
   - Adobe Connect
   - Google Hangout
   - Blackboard
   - edX
   - Coursera
   - Lynda
   - Others
5. Which of the following websites do you frequently visit to get information?
   - edX
   - JSTOR
   - Academia
     Khan Academy
   - Research Gate
   - Coursera
   - Lynda
   - Tutsplus
   - Others
6. Which software or application have you found useful for learning purposes?
   - Microsoft Encarta
   - Merriam Webster
   - E-book Reader
   - Google Drive
   - Dropbox
   - Others
7. Which of the following classroom activities do you do online outside your classroom?
   - I submit assignments online
   - I submit presentations online
   - I submit projects online
   - I am giving online tests
   - I submit reviews online
   - I collaborate in group assignments
   - Others
8. Which of the following classroom activities do you want to do online?
   - I want to watch video lectures of the class
   - I want all my course materials online
   - I want to attend classes through webinar
   - I want my teacher to solve my problems through private messages
   - Others
9. List the challenges you have encountered while searching or accessing any course related contents:
10. How do you think your teacher can help in resolving the challenges that you encounter?