

**STUDENTS AND TEACHERS' FEEDBACK ON BLENDED DISTANCE
LEARNING USING GOOGLE MEET/ZOOM PLATFORMS: REVISITATION
AND DEVELOPMENT OF ONLINE LEARNING APPROACH**



GHERROSE C. ATIENZA
Teacher II



JOED C. MAGNAYE
Teacher II



ROSALIE C. MADERA
Master Teacher II

Biñan Integrated National High School

ABSTRACT

The current COVID-19 pandemic has an impact in all fields including education - one of them is basic education. The purpose of this study was to determine the students and teachers' feedback on blended distance learning using Google Meet/Zoom platforms. Descriptive design was used in this study. The sample was based on 2 groups: 301 student-respondents and 87 teacher-respondents at Biñan Integrated National High School in the academic year 2021 – 2022. The results of this study indicated that Google Meet/ Zoom platforms maintained positive feedback on the students' learning and teachers' capabilities during the pandemic with various challenges. A flipped classroom approach was used to help students' confidence in asking questions and teachers in establishing more social presence with their students through the problem-based activity

Keywords: *Blended Distance Learning, Google Meet/Zoom, Flipped classroom*

INTRODUCTION

In line with the Dep Ed Order No. 12 s. 2020, "Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the light of the COVID-19 Public Health Emergency". Dep Ed can adopt multiple learning modalities to provide opportunities for the learners to continue their education despite of pandemic. In this school year 2021-2022 the Learning Continuity Plan of Biñan Integrated National High School in terms of modality are Blended Distance Learning Modality and Modular Distance Learning modality.

Teachers of Blended Distance Learning modality are using google meet and zoom platforms for their online classes. There are different strategies, approaches and apps being used while using the above-mentioned platforms. Online teaching is one of the ways in which teachers can reach their students in a real time or synchronous means. Teachers uses different approaches, methods, and apps to engage students in a more active discussion of the lesson. Also, to reach the maximum learning that students can have. Use of online teaching has been used even before pandemic. But in public schools specially in the basic education it has been widely use when pandemic started due to the emerging needs to give quality education to the students despite the challenges of new normal delivery of teaching. Learners under Blended Distance Learning modality uses internet connection through line, data or prepaid loads. Sometimes they struggled joining online classes due to internet connection problem, but still trying their best to cope with the lessons. There are also times that teachers also experience poor internet connection problem but still doing his/her best to connect to the class virtually. Sometimes, students' connection problem affects them to join in some apps used by the teachers. Since the challenges affect the delivery of the lesson, it will probably affect their learning as well as their academic performance. Education in times of pandemic indeed is

challenging. There are lot of ways needed to deliver quality education. Using online platforms are some of the ways to reach the learners. Teachers and learners are both exploring the virtual world for a more productive learning process.

According to Dayagbil et al. (2021), the use of technology is one of the best ways to communicate with the people without interacting them in person. This is also a means for conducting online classes. Schools and other stakeholders should invest on the use of technology to strengthen teaching delivery especially those who are in online learning.

Distance learning can also be called as online learning. It is a teaching learning process wherein teachers and students conduct classes even without seeing each other in person. It is with the use of technology that the learning continues, wherein learners experience connecting to his/her teachers and classmates using different devices such as Personal computer, mobile phone, laptop, tablet, and other tools that transmit communication (Armstrong-Mensah et al., 2020).

Synchronous classes aid students to become more responsible in their tasks as a student. It also enables them to become more motivated in terms of their studies (Armstrong-Mensah et al., 2020).

The presented literature above stated that online learning helps the students become more engage in the teaching-learning process. Teaching delivery with the use of technology in times of pandemic is a great help, yet it involves significant commitment both on the part of the teachers and the learners. Improving the teaching-learning process through online learning becomes more engaging to achieve the maximum education needed. Indeed, online learning modality although challenging can be useful in the teaching-learning process when implemented properly.

METHODOLOGY

This study used descriptive research to gather and analyze the data and feedback of the respondents on blended distance

learning using Google Meet and Zoom Platforms.

The study covered Senior High School students and teachers of Biñan Integrated National High School. This consists of 2 groups, Grade 11 and 12 students and teachers.

This study used a researcher-made questionnaire to collect data. Dry run was conducted to 20 respondents not included as participants of the study. This questionnaire undergone a validation test by the school coordinator to test the reliability. Thereon, the survey questionnaire was submitted for review to a master teacher for further validation of the instrument to avoid error on the technicalities of the questions and to achieve accurate result. The questionnaire was utilized to obtain the feedback of the respondents towards the distance learning using Google Meet and Zoom Platforms.

To assess the internal consistency of the Likert scale questions, Chronbach's alpha was calculated. Pretesting of the questionnaire was administered to teachers and student-respondents and yielded a Cronbach's alpha of 0.96 and 0.91 respectively implying that the questionnaire's reliability is acceptable.

The questionnaire was composed of two parts and administered online via Google forms. The first part was the students' feedback on distance learning using Google Meet and Zoom platforms. The second part the teachers' feedback on distance learning using Google Meet and Zoom platforms.

The scale used to present the feedback of the students and teachers on Blended Distance Learning using Google meet/Zoom.

The survey questionnaire was administered online via Google form to the respondents of the study. Data were gathered was tabulated, analyzed, and interpreted using the appropriate statistical tools.

RESULTS

Students' Feedback on Blended Distance Learning using Google meet/Zoom platforms.

The feedback of the students under blended distance learning using google meet and zoom platforms. Based on the findings of the survey, the respondents agreed to the feedback on blended distance learning using Google meet/Zoom platforms. It manifested that majority of the respondents enjoy their class because Google Meet/Zoom allows their teacher to share his/her computer screen which showcase their discussion with a result (mean = 3.37; SD = 0.59). They can also use chat for separate conversations, if they need more attention to get a better grip on the subject. On the other hand, students can pose questions, they are not confident enough to ask in person got the lowest result (mean = 2.99; SD = 0.60). The composite mean is 3.29, with a SD of 0.68 with a verbal interpretation of agree. Therefore, Google meet/ Zoom platforms maintained positive feedback the students' learning during the ongoing pandemic with many challenges.

This finding confirms the results of a study by Jowseya et al. (2020) stated that blended learning could positively influence and impact students' achievements when managing and supporting distance education using Google Meet / Zoom platforms.

Students' Feedback on Blended Distance Learning using Google Meet/Zoom platforms.

The feedback of the teachers under blended distance learning using google meet and zoom platforms. Given the information that was provided, the first through fifteen indicators have a range that falls between 3.39 and 3.79, which was deemed to be agreeing to strongly agree. It gives the impression that teachers can establish netiquette and protocols to ensure positive experience in online learning. They can help their students participate in the class in ways that enhance their learnings with the use of Google Meet/Zoom meeting with the highest results (mean = 3.79; SD = 0.41) and (mean = 3.67; SD = 0.47) respectively interpreted

as strongly agree. While teachers can establish more social presence with their students got the lowest result (mean = 3.39; SD = 0.60) with a verbal interpretation of agree. For the composite mean of teachers' feedbacks under blended distance learning using google meet and zoom platforms achieved a mean of 3.53 and a SD of 0.57 with an interpretation of strongly agree. Therefore, teachers were motivated to use Google Meet/Zoom in online classes. Though they lack training, teachers are ready to switch to distant teaching mode where they are supposed to post lectures on the platforms, give assignments, and do assessments remotely.

A study by Dredze (2014) have claimed that effectiveness in online teaching and learning is generally related to the teaching community level to efficiently exploit platforms and applications like Google Meet, Zoom session, Instagram Edmodo, and many others, successfully proficiently. These conclusions support the research results by Huber and Helm (2020), which expose that the integration of ICTs fosters teachers' and students' digital skills. Moreover, these findings uphold the results of a study by (Chandra., 2020), which maintained that online learning helps teachers and students to explore new horizons of learning and teaching approaches. This also confirms the research findings of Shehzadi's study (2020), which maintained that students' competencies to retrieve information might be strengthened when the learning materials are saved on the network platforms.

Development of learning approach in online classroom instruction.

PROBLEM BASED ACTIVITY

In this activity, students work in groups to collaboratively solve an assigned problem. The group work takes place over an extended period of time and often requires some deliverable at the end of the activity.

FLIPPED CLASSROOM APPROACH

Flipped classroom approach allows

the students to review and engage with the lesson content prior to the online classroom time. Collaborative learning in an online classroom through problem-based activity can take the form of discussion among the whole class or team activities within smaller groups. When the students come to online class the next day, they can immediately begin practicing and applying the key concepts while you support them with the lecture in online class time. This approach helps students pose questions and develop their confidence in communicating during the online class and also teachers can establish more social presence with their students.

DISCUSSION

1. Students can cope with their learning strategies whenever they are during online set up of learning while their teachers utilize their online platforms of teaching.
2. Teachers must see to it that they are thoroughly establishing their interactions with their students whenever they are using the Google Meet or Zoom Meetings.
3. The intervention plan will be the establishment of a more social presence among students during online class with the aid of flipped classroom approach. This might be done through collaborative style of problem-based activity.

ACKNOWLEDGEMENTS

It is a pleasure to thank those who made this action research possible. We would never succeed in completing this task without the cooperation, encouragement and help provided by these various personalities.

We would like to express our sincere thanks to our school research coordinator, Dr. **Freddie Calumno**, our school principal, Ms. **Julie Ann D. Natividad**, for their continuous support and encouragement in the conduct of this action research.

To our **SHS students and teacher-respondents**, for their cooperation in sharing their knowledge, experiences, and wisdom.

And above all, we render our gratitude to the Almighty Lord who gave us strength and determination to complete this action research, without His grace, this would never been a reality.

Thank You!

TO GOD BE THE GLORY!

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