



Students' Views on E-learning and Knowledge of Learning Platforms: Case of a Professional License at the Higher Normal School of Casablanca

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ABSTRACT

The purpose of this study is to analyze students' opinions about online education. A questionnaire of 13 mixed questions was administered for this purpose to 88 students belonging to the three levels of a professional teaching license. The variables are: the importance and the advantages of putting courses online, the impact on the quality of training, the knowledge and use of learning platforms by students and the difficulties of integrating online courses into training.

The results show that 80% of students believe that the integration of online courses into the curriculum is important. 46% of the subjects attribute to it a gain in time and money. 12% talk about improvements in learning. The quality of teaching would be better according to 91% of the sample. Research has also revealed a lack of knowledge and use of online training platforms.

Key words: Benefits, E-learning, Learning Platforms, Student Views, Use.

1 INTRODUCTION

In the era of digital, the knowledge economy and the trainings massification, the most prestigious universities like Harvard, the Massachusetts Institute of Technology and the Khan Academy have begun to provide free trainings online like MOOC. Other forms of online courses have been developed from that moment: SPOC, XMOOC or CMOOC, etc. In Morocco, several universities have experienced this: Cadi Ayyad University in Marrakech, Ibnou Zohr University in Agadir, Hassan 2 University in Casablanca and many others. Some institutions worked only with SPOC, or "small private on line courses", for which students are reduced and are chosen beforehand. Other institutions have opted for hybrid teaching where alternate: online training and face-to-face training. This type of training is the

most used since several teachers started to put their courses online, in order to absorb the masses of students, in parallel with the courses offered on campus. VLE. , Virtual Learning Environment, in French ENT.: "Espace Numérique de Travail", allows putting courses online in addition to the interaction with the students. However, in Morocco, the use of learning devices re-mains quite limited among students Ait Kaïkai H. [1]. For lack of autonomy or motivation for some authors Abdel-Ouahed A. [2], of means, Al Meriouh *et al.*, [3], or of coaching during use for others Kaddouri M. *et al.* [4].

Dedicated to generation Z, native to the years following 1996, this change in pedagogical practices is supposed to be compatible with a population made up of "digital natives" Prensky [5], Palfrey and Gasser [6] who would present singular characteristics as well in its relation to technologies as in its mode or "pattern" of reasoning Lardellier P. [7], Marc Prensky [5]. However, despite this increased use of communication technologies, information skills would still need to be built. Durnin *et al.* [8], Fournier, [9], Giroux *et al.* [10], Karsenti *et al.* [11], Karsenty, Doumouchel and Komis [12]; Lebrun *et al.* [13]. To worry about the expectations and the perceptions of these generations is to know the predispositions of these students to consume and to use the devices that the university will put at their disposal. The risk is that few people commit and find themselves in the new teaching formula which is so expensive for the responsible. According to Giannoula [14], introducing computers to school is one thing and making students interested in and motivated is another.

The following study is part of training engineering. It aims to know the opinion of students about online learning and its possible contribution to the quality of their training. It also aims to report the

knowledge and use of e-learning platforms in this population, outside scheduled courses. Note that in this higher school, the lessons are mostly face-to-face. The study also contains a poll of respondents' opinions on the constraints they bind to the integration of e-learning into their training. The investigation of these different thoughts and behavior related to e-learning would allow teachers to orient their choices and to plan their actions in the logic of a pedagogy well thought, far from "amateurism and improvisation" that Lebrun [15] denounces in the formations set up "around computer tools". It avoids, to these actors, the technical renewal that does not count on a reflection on the educational activity. Alberto, cited in Potolia *et al.* [16].

2 PROBLEM

The present study proposes to answer three central questions:

- What impressions do License students, in professional training in teaching, have of e-learning and its impact on the improvement of their training?
- What use do they make of online learning platforms?
- And what are their impressions of the possibilities and limitations of integrating e-learning into training?

The assumptions set out to answer this set of questions are the followings:

- Professional License students are in favor of integrating e-learning into training. They consider it as an asset for improving the quality of teaching.

This hypothesis is supported by the work of Margaryan *et al.* [17], Rogers [18], [19]. As well as the work of Raby *c. et al.* [20].

- Few students know and use online learning platforms. This hypothesis is supported by the results of the work of Kaikai h. [1] and Kaddouri *et al.* (2010) [4].
- The students think that it is possible to put the courses online, but they also think that this requires a big material investment. This hypothesis is based on the work of Mastafi M. [21].

3 LITERATURE REVIEW

3.1 The added value of e-learning

This study discusses the importance and contribution of e-learning to students. Several authors have talked about the added value of e-learning. Whether synchronous or asynchronous, Romiszowsky [22], as part of a MOOC or a hybrid course alternating courses and courses online. Margaryan *et al.* [17] emphasize the advantage of the availability of

information that becomes independent of the place and time allocated to the course. Other authors speak of an improvement in learning: Karsenti *et al.* [20] and their quality. Rogers [19] argues that computer tools allow deeper learning among "deeper learning" university students.

Learning platforms also provide the opportunity for students to engage in discussions with teachers or their peers, allowing Ruberg, Moore and Tayler [23] "chat" populations to develop qualities of criticism and engage in discussions without complexes. Tahiri [24].

The work of Karsenty *et al.* [20] which focused on students' views about ICT in learning, highlighted the added value of these devices and tools to training. They summarize them in: improving the organization of academic work, facilitating communication with teachers and peers, collaborating with other students and finally improving and accelerating learning.

Hong, Ridzuan, Kuck [25] at Sarawak University of Malesia state that students develop positive attitudes through learning: e-learning regardless of race or gender. Students with basic skills in the use of ICT have a positive attitude to use the internet for their academic success. More recent work has investigated the impact of e-learning on students using the cyber learning home system in Korea. These last ones evoke the gain in interest to the courses, in autonomy to the learnings, in self-confidence and the improvement of the notes. [26]

In morocco, the work of Ait Kaikai H. [1] on students' perceptions of ICT appropriation at the Moroccan university, shows the "limited" aspect of this at the level of training and the scientific research. They point out that these tools face enormous difficulties that delay their development in the light of the efforts made in Morocco in this regard. Studies by Oulmaati *et al.* [27] on the impact of the use of the Minassati platform showed that a tiny portion of the students used the forum and e-mail in the learning process before using the platform. Their behavior has changed and their communication with teachers and peers has improved as a result of this experience. The use of ICT for e-learning remains quite modest in view of the efforts of policymakers. "The digital bill" is very big in Morocco as reported by the authors of the article "why ICT in education?" quoted in [28]. The difficulties of integrating these tools are related either to the planning made by the decision-makers, to the under-exploitation of the devices, or the lack of involvement and training of the teachers. Messaoudi *et al.* [29].

3.2 The difficulties of integrating e-learning in teaching.

In many countries in Africa, the use of ICT in education is insufficient compared to European or

American ones, Because of the lack of subsidy or other reasons. Al Ghawail [30].

The Non-use of ICT. in learning by students in Morocco is due to "the inaccessibility of technological tools and lack of adequate support to appropriate the signs of information and communication technologies" Kaddouri et al. [31]other research speaks of the lack of digital resources, technical and pedagogical skills, inequality in the equipment of institutions and the allocation of skills, and finally teachers training. Benfares et al. [32].

4. METHODOLOGY

4.1 Questionnaire

We used a questionnaire composed of 13 questions and 5 mixed sub-questions (open and closed) which are about those parameters: difficulties to follow courses in face-to-face learning, the degree of importance of e-learning in training, knowledge, and use of online learning platforms, and the possibility of implementing e-learning in training and constraints. The questionnaire statements were developed following the consultation of experts from the Department of Education and Computer Science who judged the accuracy of the questionnaire. Validation was made to a small group of 10 students. Some adjustments have been made to have a simple and easy to fill questionnaire.

4.2 Sample

The sample is composed of 88 university students belonging to the three levels of the teaching license of the higher Normal school of Casablanca (year 2016/2017). This sample is mixed, random and subjects are chosen based on their availability in the classes. The respondents were 88 subjects (32 Feminine and 56 male) from three levels of first-year university (26 subjects including 11 female), 2nd year (26 subjects including 9 female) and 3rd year (36 subjects including 12 female).

4.3 Data analysis

The data is presented in terms of frequencies and percentages.

5. RESULTS

5.1 The opinions of students in the place of e-learning in training.

The importance of putting online courses in training: The students of this license, all levels combined, declare that the putting on line of the courses is important for 80.68% of the subjects. 53.41% think it's important and 27.27% think it's very important (Table 1).

Table1: Importance of online courses for students

		Gender	Female	Male	Total
Importance of putting courses online	Not important	Number	4	13	17
		Percent	12.5%	23.21	19.32
	Important	Number	18	29	47
		Percent	56.25	51.79	53.41
	Very important	Number	10	14	24
		Percent	31.25	25.00	27.27
Total		Numbe	32	56	88
		Percent	100	100	100

Considering gender, we note that 12.50% of female students judge that the online course is not important, while for men, those who think it is not important are 23.21%. Some of this category say "I prefer direct contact with teachers", "The computer cannot replace the teacher". From the foregoing, we can deduce that the vast majority of students see that putting courses online is important in training.

The benefits of online education: According to Table 2 it appears that 44.31% of students think that online education saves time and money. 20.45% point out that it facilitates communication between teachers and learners; 11.36% think it improves learning and 10.22% think it allows distance learning. Improvement of learning comes third after saving time and money and facilitating communication between teachers and students. Answer that speaks of autonomy is only 4.54% of opinions. Students who do not see any interest in online education are 3.40%.

Table 2: Benefits of Online Course Delivery for Students

Benefits of going online	Number	Percent
Improve learning	10	11.36
Autonomy	4	4.54
Studying remotely	9	10.22
Saving time and money	39	44.31
Multimedia mastery	3	3.40
To reach a wide audience	2	2.27
Simplify communication between students and teachers	18	20.45
No one	3	3.40
Total	88	100

The impact of e-learning on the quality of training: We asked students about what they think about improving the quality of training through online education. We found that the vast majority of this population (91%) thinks that the quality of training would be better with online courses and e-

learning (Table 3). This importance felt, increases from the first to the third year.

Table 3: The improvement of the quality of the training by e-learning according to the students.

Level	Improvement of the quality of training by putting courses online				Total	
	No		Yes			
	N*	P**	N	P	N	P
1	4	15	22	85	24	100
2	3	12	23	88	26	100
3	1	3	33	97	32	100
Total	8	9	78	91	86	100

* Number
** Percent

5.2 Knowledge and use of online learning platforms among university students

Knowledge of online learning platforms: We asked students if they knew any dedicated e-learning platforms outside of class and we collected the answers shown in Table 4.

Table 4: The knowledge of learning platforms by gender.

		Gender	Female	Male	Total	
Knowledge of platforms	Not at all	Number	13	16	29	
		Percent	40.62	28.57	32.09	
	Very little	Number	9	21	30	
		Percent	28.12	37.50	34.09	
	Middle	Number	8	14	22	
		Percent	25	25	25	
	A lot	Number	2	5	7	
		Percent	6.25	8.92	7.95	
	Total		Number	32	56	88
			Percent	100	100	100

The results show that students who are aware of very few (one or two) online training platforms or who do not know any of them have a majority of 67.046% of the three classes. Those who know a considerable number of platforms (more than 8 platforms) are only 8% of the total sample.

Let's consider the level of education (Table 5):

- For the first year, a majority of students do not know about distance learning platforms or know very little: 80%. Women who do not know platforms represent 73% of all women, for men the value is 47%. But all remain 80% for the criteria: "not at all" and "very little" which shows a very weak knowledge of learning platforms.

- For the second year, the values remain high for the first two criteria "Not at all" and "very little": 58%, which shows a very limited knowledge of online learning platforms. 31% of the population of the 2nd year knows an average number of platforms. 12% of students at this level know more than 8 platforms.

- For Grade 3 students, 64% did not know about online training platforms ("Not at all" and "very

little"). Only 6% have knowledge of several platforms.

Table 5: Knowledge of learning platforms among students, by levels of study

Level	Knowledge of platforms							
	Not at all		Very little		Middle		A lot	
	N*	P**	N	P	N	P	N	P
1	15	17.05	6	6.82	3	3.41	2	2.27
2	6	6.82	9	10.23	8	9.09	3	3.41
3	8	9.09	15	17.05	11	12.50	2	2.27
Total	29	32.95	30	34.09	22	25	7	7.95

* Number

** Percent

From the foregoing, it can be seen that all the levels do not present a very big difference in the knowledge of online learning platforms. And the general finding goes to a low average of knowledge of sites that offer courses online.

The use of online learning platforms among students: The percentage of male students using learning sites is higher than that of female students (Table 6). The first is 30%, the second is 19%. It appears then that the use of online learning is quite limited in this population. For all promotions, 74% do not make use of learning platforms outside the courses offered in the training.

Table 6 : The use of learning platforms among students

Gender	Use of platforms				Total	
	No		Yes			
	N*	P**	N	P	N	P
female	26	81.25	6	18.75	32	100
Male	39	69.64	17	30.36	56	100
Total	65	73.86	23	26.14	88	100

* Number

** Percent

3.2 The integration of e-learning in training and the difficulty of its implementation according to the students

Integrating e-learning into training: In dealing with the answers to the question of integrating e-learning in training, we noticed that the majority of students (92%), at all levels, believes that the integration of e-learning into training is possible. A small minority of 8% believes that this integration is impossible (Table 6).

3.3 Discussion

The previous analysis shows that students in professional license perceive the integration of e-learning into training as important. A majority (80%) of the sample believes that it is a way to save time and money because going to the campus is often expensive. This result evokes the logic of the creation of MOOCs which is the reduction of the costs of studies and access to the most remote populations [18], [23]. Interviewees also believe that this integration is a way to foster communication with teachers. Indeed, this has been supported by

research especially that of Ruberg et al. [25] that evoke the benefits of "chatting". The impact on learning is bequeathed in the fourth level in the objectives assigned to e-learning, but it will be highlighted in the question related to the integration of e-learning and the improvement of the quality of training. Opinions were almost unanimous (91%) on improving the quality of training through online education. These results have been proved by several researchers, under the different facets that we have taken care to detail in the literature review [17], [18], [19], [20].

Our hypothesis about the importance of the integration of e-learning in training, which postulates that students approve of this integration and that they consider it as a way to gain learning is half-checked since the first part is effective while the second is not. The gains in time and money would be, for the students, the biggest gain of this integration in addition to the control of the ICT and the acquisition of the autonomy in the apprenticeship. While the opinions of students seem to favor the use of e-learning in training, their practice is quite limited in this area. Indeed, as the work of Ait Kaikai [1] demonstrates, students remain limited in the knowledge and use of learning platforms at all levels of education and for both sexes. The work of Oulmaati *et al.* [27] is in line with these conclusions. The assumption made on this subject, assuming that few students knew and used learning platforms, outside the courses would, thus, be verified. The third hypothesis of the expectation of the possibility of integrating online education into training and its difficulties is verified by the fact that students believe that this is possible but that the major obstacle to this project would be the material data and the budget of the institution. These results are supported by the conclusions of Benfares [31] and Mastafi [21] in the section dealing with material insufficiency and the budget. However, according to students, teacher training is not an essential obstacle to this integration, although it is still mentioned by a minority.

4.CONCLUSION

The present study is part of a training engineering which aims to clarify the opinions of students on online education, it also questions them about their expectations and their usual practices of learning using ICT. The study we led was done in a regulated institution, a larger investigation would be more interesting in schools with free access. The findings of this research show that there is a need for MOOC or Hybrid e-learning, but there should be some foundation for the answer to be effective. Our results would allow teachers to properly frame their training projects and be well informed about the steps to follow to succeed in their teaching.

First, ensure the training of students in the use of learning platforms, ensure assistance to students during learning, and put a technical device at their disposal on campus (Computers, broadband connection...), in rooms, libraries, and classrooms. Encourage and empower teachers to provide a hybrid education alternating face-to-face and e-learning. However, the implementation of these new teaching methods cannot be only made by initiatives of institutions and teachers but should be part of a coherent and well-studied general policy, ranging from the proposal of programs, notebooks loads and descriptions of trainings up to the equipment of the establishments, the continuous trainings and the evaluations of the projects, at all levels of education. More studies remain to be done on the use of these personal learning spaces to understand how acquisitions are made in these users. Knowing the user is the only guarantor of the success of the pedagogical act, and of all the reforms that are built around the integration of ICT in education, not only in Morocco but in all the countries wanting to make of difference pedagogical innovation their workhorse.

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