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Analysing Student's Experience of Using A Digital Notebook in Learning Physics

Easter Joseph & Zuraini Hanim Zaini

Universiti Teknologi PETRONAS

easter.joseph@utp.edu.my

Abstract

Recent technological developments have led to the prominence of online education as an alternative to traditional classroom teaching. Due to the current health crisis happening around the world, online teaching and learning have been implemented at a national scale among students and academic staff, at all educational levels. This research paper aims to demonstrate the student's learning experience by using digital notebook, particularly Microsoft One note in monitoring and managing their online learning in Physics subject. As some students encountered difficulties to accommodate the online teaching and new learning environment especially in understanding Physics course, employing a digital notebook is essential to ensure all students acquire systematic information and able to monitor their performance. A total of 30 Foundation students were required to use this digital notebook for 12 weeks (one semester) as an interactive platform to share, collaborate, and discuss the coursework efficiently and engagingly. Students' reflections through an online survey was conducted and analyzed by using Co-occurrences Analysis. The result of the analysis revealed that the students appreciate the usage of this platform as it is convenient, effective, informative, and systematic. Hence, this digital notebook appears as an effective tool to encounter the challenges in terms of students' collaboration, flexibility, accessibility, and interactivity.

Introduction

Currently, online teaching has become an attractive feature for knowledge delivery, particularly in higher education. Studies revealed that students have positive perceptions and better engagement towards online teaching and learning courses as compared to conventional learning (Popovici & Mironov, 2015). This is due to the new technologies such as computer graphics, virtual reality and virtual worlds, they continue to play an important role in the development and expansion of online education. Over the years, numerous efforts have been done to incorporate internet technologies into the teaching and learning process in higher education (Mansor & Ismail, 2012). With the current health crisis happening around the world that causes a huge impact on global education, the implementation of fully online education is inevitable, and it provides an exceptional opportunity for researchers to assess students' responses towards this transition.

Even though fundamental knowledge can be easily transmitted via online lectures and webinars, engaging students, and keeping track of their performance on the other side could be more challenging. Despite students' acceptance and acknowledge of the benefits of online learning, the idea of self- learning could be overwhelmed by some students, particularly isolated students (Gillett-Swan, 2017). Some of them are struggling to catch up with their studies and some face difficulties in giving full participation during online classes due to the poor internet connection (Liang & Chen, 2012). Furthermore, when it comes to subject involving theories and calculation such as Physics where it requires constant feedback through problems solving questions from students, the learning process could be daunting. Fortunately, the accessibility and ease of access to recorded online teaching videos make it easier for students to do their revision at their own pace.