

Theoretical and methodological foundations of online education in primary school foreign language teaching

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Abstract

Online learning originally focused on busy working adults or students living in remote areas. Over the years though, students of all ages and backgrounds have begun using online learning to support their educational needs. In fact, online learning is now used to support the education of many primary school students in an increasing number of schools around the world. In the following chapter, the skills acquired and benefits that online learning can bring to primary aged students are highlighted as well as some of the challenges associated with online learning for this age group.

Keywords: online teaching, learning, Covid-19, English, primary schools, social networking systems, cyber safety, 21st century skills.

INTRODUCTION

The epidemic COVID-19 has forcibly transformed the manner of teaching and learning in Uzbekistan's education from face-to-face to online, resulting in new experiences and practices for many instructors and students. This study explored instructors' and students' opinions on online education in connection to its advantages, problems, and tactics during and after COVID-19 in Uzbekistan's education. The research also found that time management skills, technical preparedness, and computer literacy are essential attributes for practitioners seeking online education. Participants advised that ICT policy be made explicit and that courses be produced accordingly. Only online mode of teaching and learning in the context of Uzbekistan cannot be effective so the participants preferred blended learning. The findings of the research indicated that online education can be an alternative means of traditional education. Thus, if blended approach is implemented, the education process would be more effective and successful in the contexts like Uzbekistan.

Data collection and analysis provided answers to the following research questions: (1) What was the student's experience of online learning? (2) How do students perceive the quality of online education based on their experiences? (3) What factors influence students' online education experience? (4) How do these factors affect the quality of online education?

The purpose of this study is to explore students' perceptions of online education based on their online learning experiences. Students were surveyed about their perceptions of online education based on their experiences. Factors influencing these students' online educational experiences were also examined. The results of this study will be divided into two categories: positive experiences of students and negative experiences.

Many elementary school pupils are already learning online in nations all around the world. This kind of learning is likely to become increasingly popular as more and more young people have daily access to the Internet. However, in Australia, 93% of households with children under the age of 15 have Internet access (Australian Bureau of Statistics, 2011); in the United States, 93% of children aged 12-17 have Internet access (Lenhart, Purcell, Smith, and Zickuhr, 2010); and in the United Kingdom, 99% of children aged 8-17 have regular Internet access (Cowie and Colliety, 2010). With expanded access, the Internet has become a vital part of many young people's life, matching the spectacular expansion of online learning over the past decade (Boulind and Mendez Coca, 2013).

Despite the fact that young people use the Internet extensively for study and recreation, others advise against its unfettered usage. For example, there are worries regarding online safety (Maher, 2008), as well as basic health issues such as vision problems (Blehm, Vishnu, Khattak, Mitra, and Yee, 2005). Despite these reservations, there are several compelling reasons for pupils to begin studying online, even in primary school (e.g., socialisation and enculturation to online communities of practice). The benefits of online learning for primary-aged kids are highlighted in the next chapter, with a particular emphasis on some of the abilities that may be acquired in connection with the tools and technology that the students are now

utilizing. After highlighting some of the benefits of learning online for this age group, some of challenges will be addressed with some recommendations of how to overcome them. By the end of this chapter you should have a better idea of how online learning is being used for primary aged students, some of the benefits, and finally some of the challenges and ways to address these.

There are several advantages to online learning. Online learning, for example, can help students build new abilities (such as research skills). Online learning also allows students to participate in genuine experiences (e.g., contacting experts). Online learning can also help students prepare for success in the twenty-first century. The 21st century learning skills movement emphasizes the abilities that young people will require once they enter the labor field as adults (Silva, 2008), in an increasingly globalized and competitive world (Kaufman, 2013). Trilling and Fadel (2009) divide them into three categories: (a) learning and innovation skills, (b) digital literacy skills, and (c) career and life skills. Learning online, whether formal or informal, has the potential to help youngsters acquire a number of these 21st century skills, specifically, communication and collaboration skills and media literacy skills while learning in authentic settings.

Online learning settings can assist students improve their communication and teamwork abilities. This may be accomplished through a number of venues, some of which are collectively referred to as social networking sites (SNSs). A social networking site is essentially a web-based service that allows users to: (1) create a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and navigate their list of connections as well as those made by others within the system. Boyd and Ellison (2007) (page 211) Today, Facebook is the most popular social networking site. Facebook has a billion active users in 2012. (Popkin, 2012). Despite a requirement to be 13 years or older, Facebook is also very popular with primary school-aged children. For instance, research indicates that 57% of 9-16 year olds in Europe use it (Livingstone, Ólafsson and Staksrud, 2011). But there Online learning in primary schools are many other social networking sites such as Bebo (www.bebo.com) and Wee World (www.weeworld.com) that young people access.

While a particular social networking site like Facebook may not exist or be popular for a decade (see the rise and fall of MySpace, for example), it's safe to say that people's desire to connect with others online is unlikely to change. Therefore, educators need to start helping students of all ages learn how to successfully use such social networking sites. Social networks sometimes have negative characteristics (see Kaplan and Haenlein, 2010), but the benefits of social networking sites cannot be denied. One of the benefits of SNSs is that they provide opportunities for students to develop 21st century skills such as communication and collaboration skills developed by Binkley et al. (2010) indicate that young people need them when entering the labor market.

Educators looking for a more private and secure social networking site turn to Edmodo, which allows teachers to post alerts, assignments, notes, files and links. Students can then answer, discuss and submit assignments (Jarc, 2010). One feature of Edmodo that helps build a community of learners is that when students post homework, other students can then post comments on the homework and build on each other's ideas in a constructive way. Students' ability to build on each other's ideas allows them to develop collaborative skills that encourage them to reflect on each other's ideas and then respond with thoughtful consideration. Through these thoughtful responses, students can develop their thinking and writing skills.

Twitter is another SNS used for educational purposes by students of all ages. Twitter allows users to post messages of up to 140 characters and links to other websites. In one example, a class in Ontario, Canada took the time to tweet with a class in Singapore to solve a math problem (CBS News, 2013). Through this collaborative process, students can build and develop each other's ideas. In another example, a second grade class used Twitter to allow them to assess and reflect on their learning in the writing process (Waller, 2010). For second graders, the concept of audience gives them strength and purpose in writing. The concept of communicating with them outside of the classroom allows students to develop and share their writing. Among other things, it gives students a sense of pride in their work.

As shown in the two examples presented here, Twitter is a platform that can support learning across a range of subjects, including English and mathematics, making it a versatile platform for primary schools. Online learning can also help students develop the media skills needed in the 21st century. The American Media Literacy Education Association has defined media literacy as "a set of communication skills that includes the ability to access, analyze, evaluate, and communicate information in all forms, both print and non-print" (n.d. para. 1). Given that literacy is now more diverse, from traditional paper texts to multimodal electronic texts, it is important that students develop these new literacy skills to participate in today's society. One way students develop media literacy is through blogging to become content creators (Richardson, 2010; Zawilinski, 2009).

A blog is similar to a diary. But unlike a magazine, a blog is a multimodal text. The multimodal capabilities of blogging (see Kress and Van Leeuwen, 2002; Jewitt, 2006) allow users to include written text, images, animation, sound, and color. By creating multimodal texts, students become sign makers (Walsh, 2007), which requires new literacy skills. Blogs allow individuals or groups to share topics of interest, news and personal information (Williams and Jacobs, 2004) while developing their writing skills.

As suggested by McGrail and Davis (2011) and Rozema (2005), one of the outcomes of student blogging is that they develop a sense of real audience, as students previously reported using Twitter. This understanding of audience can improve

the quality of students' writing (Corden, 2007) while developing their media literacy. Developing this sense of audience can be a difficult process for new writers (Kellogg, 2008), but Twitter-like blogs and other online learning tools can provide an active audience that supports the writing process. McGrail and Davis (2011) studied a group of fifth grade students. They found that initially the students' sense of audience was weak, but as they blogged with a variety of readers, their writing skills developed. Blogs, as well as other Web 2.0 sites, can also enable and facilitate reflective practice (Dunlap and Lowenthal, 2011). Because blogs are public documents, students should consider more carefully the purpose of their posts and the needs of their audience (Dunlap, 2008). This is related to the critical thinking skills highlighted above. Often, many of the 21st century skills that students develop, connect, and support each other must be systematically taught in the classroom. Another advantage of online learning is that it facilitates so-called authentic learning. Authentic learning derives from contextual learning theory, defined by Collins (1998) as "acquiring knowledge and skills in a context that reflects their real-life application".

2) Real learning has the following characteristics:

1. Provide an authentic context that reflects how knowledge is used in real life
2. Provide authentic links
3. Provides access to expert performance and process modeling
4. Provide multiple roles and perspectives
5. Support the creation of knowledge collaboration
6. Facilitates reflection so that abstractions can form
7. Facilitate articulation and make tacit knowledge clear
8. Teachers provide guidance and partners at critical moments
9. Provides realistic assessment of learning during assignments (Herrington and Oliver, 2000, p. 25).

While each of these functions can be done online, the fifth aspect of supporting knowledge co-creation is an important aspect that can be easily achieved through online learning. Online learning can allow students to continuously interact online with other students (even outside of their current classroom), their teachers, and the wider community, both at school and at home. An example of where students can link up and communicate with other students is ePals (www.ePals.com). Online learning for primary schools is a site that connects schools for collaborative projects. Another example of students connecting with their communities was in New South Wales, Australia, where some public school students had the opportunity to speak with famous children's author Maurice Gleitzman. Online learning can also provide students with authentic audience connections. Although the initial audience may consist of peers and teachers, this audience may develop beyond these direct connections (Richardson, 2005). Other target groups will soon be the students' relatives, from immediate family to grandparents, cousins and others. Students are excited to receive emails from parents on the class website encouraging them to do their best (Maher, 2012). The audience can also be expanded to include students from other parts of the world who share the same interests. This was highlighted earlier when students interacted with Singaporean students. Online spaces such as SNS also allow students to engage in social practice learning (McKenzie, Morgan, Cochrane, Watson, & Roberts, 2002) through which they can communicate with each other and teachers about topics of interest to them. This allows teachers to gain insight into students' interests, in turn facilitating classroom learning so that students become more meaningful and authentic. The use of online facilities can democratize learning by allowing students to be more involved in the design and implementation of courses. It is an option, although many schools have not yet taken advantage of it. It is important that students have the ability to influence the audiences they interact with and the ability to connect their schoolwork with their online network of friends. This will not be an easy task for teachers and many schools will need to rethink the way they facilitate online learning. Teachers can play different roles in online learning. Instead of playing a traditional teacher-centered role, teachers can take on a more supportive role (Berge, 1995). This is especially true when students interact with online experts. In this case, teachers become pedagogic experts who facilitate and create learning opportunities for students, rather than content experts. As discussed in this chapter, online learning can provide many benefits to elementary school students. However, there are also challenges to getting students to learn online that teachers need to recognize and address. Some of the problems that young people may face when learning online are inappropriate contact with people and exposure to inappropriate content.

Focusing on inappropriate human contact, one of the biggest fears reported in the literature is cyberbullying (Maher, 2008). Cyberbullying most often occurs between young people who know each other and often involves issues of power and control. Because young people often know each other, cyberbullying often involves personal bullying as well, making it difficult for both parents and teachers to deal with. According to Hanewald (2013), the effects of cyberbullying among young people will affect school practices. Some of these implications include "mandatory digital safety professional development for school educators and the introduction of digital citizenship lessons into the curriculum" (p. 4). Phishing is another form of inappropriate contact with people. The Sexual Offenses Act 2003 defines online harassment as: "a series of conduct by a suspected pedophile which would lead a reasonable person to reasonably believe that meeting a child for that purpose would be unlawful" (Section 1). 1. This behavior is perpetrated by an adult on a child, which also resembles sexual harassment (Mitchell, Wolak, & Finkelhor, 2008). Young children are usually trusting, which allows this behavior to happen. Another

type of inappropriate contact with people is called cyberstalking (Pittaro, 2007). "Cyberfishing is the use of the Internet or other electronic means to follow someone...the term is used interchangeably with online harassment and online abuse" (Jaishankar and Uma, 2005). Cyberstalking often aims to instill fear in victims, although it can sometimes be done anonymously (Sen, 2013). It is worth noting that while this problem is mainly among the older population, younger children are being cyber-stalked even more (Aftab, 2002). Inappropriate Content Engagement: Focusing on inappropriate content engagement, some of the material students are exposed to is violent, sexually explicit, or offensive and encourages actions that are dangerous to themselves or others. Pornographic content is a major problem on the Internet and can be found on specific websites or in advertisements (Dombrowski, Gischlar, and Durst, 2007). One form of inappropriate exposure to content is sexting. This means that young people share sexual images with each other using mobile devices. It also includes uploading images to the Internet (Weldon, 2011). Usually the picture is only for one person (usually the partner), but it can also be given to someone else. Although sexting is not always done with malicious intent, it can have a negative impact on the young people involved. For example, if a person is caught sending images, they can be convicted of producing, distributing and possessing child pornography (Albury, Funnell, & Noonan, 2010). Sexting often involves young people, but has also been reported to occur in schoolchildren as young as 11 (Livingstone, Haddon, Görzig & Ólafsson, 2010). Given the potential problems young people face online and the fact that schools are now actively promoting online learning, it is important that schools play a role in educating young people about online safety. Some suggestions from O'Neill and McLaughlin (2010) include:

- Internet safety should be taught to children under the age of seven,
- Teaching students skills should include basic skills as well as more creative skills the purpose of using the Internet,
- Teachers should pay special attention to how students self-manage online content and behaviors that make them aware of the benefits and risks of posting content online,
- Develop a peer education and intervention plan because friends are the first to know if there are problems with online use,
- Teachers should be aware of the risks of cyberbullying and respond when incidents occur and
- Schools should strengthen home and school cybersecurity initiatives, such as programs, workshops, and information dissemination.

These strategies include teachers and parents working together to help young people learn online safely. They reflect the need for programs in schools to support students. In addition, the training of teachers must be continuous so that they can both teach the content and identify the problems that arise online and manage the process effectively. The importance of parental involvement is also reflected in the above statements. Schools can support parents by holding information sessions and providing links to useful resources. Although many young people have a good understanding of computer use, it is not correct to portray them as digital natives (see Prensky, 2001).

Young people generally have a good understanding of gaming sites and some social media sites. They are less able to use various online sites to support their own learning. In a European youth study by Livingstone, Haddon, Görzig and Ólafsson (2011), young people were asked if they knew more about computers than their parents. Only 36% of 9-16 year olds said yes and one in three of 9-10 year olds said yes. "Digital native discourse masks children's need for support in developing their digital skills" (Livingstone et al., 2011, p. 42). Greater awareness among students, teachers and parents, as well as better education in schools, should help students learn safely online. It is an area that requires constant vigilance and communication between school and home.

How to ensure the quality of online learning in the education system has been a growing concern in recent years. Although several studies have focused on the perceptions of teachers and administrators, little research has been done on student perceptions of the quality of online education. This study used qualitative methods to examine the perceptions of students at two universities and one community college about the quality of online education based on their online learning experiences. Interviews and observations were carried out with three students. Various documents, digital and paper, were collected. The positive and negative experiences of the students were examined. Factors that contributed to these experiences were also identified. The results of this study indicated that flexibility, cost-effectiveness, availability of electronic exam, ease of connection to the Internet and a well-designed classroom interface were the positive points of the students' experiences. Negative student experiences were caused by delayed feedback from instructors, unavailable technical support from instructors, lack of self-regulation and self-motivation, feeling isolated, monotonous teaching methods, and poorly designed course content. The results can be used by instructors to understand students' perceptions of online learning and ultimately improve their online teaching practices.

With the rapid development of the Internet, many colleges and universities have been offering online courses as a viable alternative to traditional face-to-face education. However, significant concerns and issues have emerged, particularly regarding the quality of online education. Online training, according to Harasim (1989), is a new learning domain that combines distance education with face-to-face instruction practice using computer-mediated communication. Ascough (2002) suggested that online education has the following features: (a) it provides a learning experience different than in the traditional classroom because learners are different, (b) the communication is via computer and World Wide Web, (c) participation in

classroom by learners are different, (d) the social dynamic of the learning environment is changed, and (e) discrimination and prejudice is minimized (p.1). New technologies, the Internet, streaming video, net-meeting etc. now makes higher education more accessible and affordable for many students, and for those who would have been unable to pursue higher education in a traditional in-class setting (Bianco and Carr-Chellman, 2002). Consequently, online learning has now become an integral part of higher education institutions' expanding curriculum.

The term online education is often associated with Internet education, virtual education, computer learning, and asynchronous learning (Office of Sustainable Development, 2000). Kearsly (2000) reported the following themes that shape online education: collaboration, connectivity, learner-centeredness, boundarylessness, community, exploration, shared knowledge, multi-sensory experience, and authenticity (pp. 4-10). Volery (2000) also concluded that online delivery is a form of distributed learning made possible by the Internet. According to Paulsen (2002), online education is characterized by:

- the separation between teachers and students (which distinguishes it from face-to-face teaching),
- the influence of an educational organization (which differentiates it from self-study and private tutoring),
- use a computer network to present or distribute certain educational content
- offer two-way communication via a computer network, so that students can benefit from communicating with each other, teachers and staff.

Online courses and degrees have been introduced by higher education institutions as another method to replace traditional classroom teaching. The most recent survey of online education provided by institutions of higher education in the United States by Allen and Seaman (2003) found that at least 80% of course content provided by these institutions was delivered online. Whatever the definition, a first indication of the widespread popularity of online education courses can be found in a US Department of Education survey which found that more than 54,000 online education courses were offered in 1998 with over 1.6 million students enrolled (cited in Lewis, et al., 1999). In a recent study, Allen and Seaman (2003) reported that: (a) more than 1.6 million students were taking at least one online course in the fall of 2002, (b) more than a third of those students (578,000) were taking all of their courses online, (c) of all US college students, 11% were taking at least one course online in fall 2002; and (d) among students at institutions offering online courses, 13% took at least one online course. Although a recent study reported that 80% of course content offered in colleges is delivered online (Allen & Seaman, 2003), students in this study were still reluctant to take online courses and complained about online that they had followed. One participant remarked, "Not only are the courses more expensive, but I feel lost all the time" (Personal communication, November 11, 2003). Another participant said, "The online courses were very boring and I didn't feel the teacher helped me much" (Personal communication, November 11, 2003). It appeared that these students had uncomfortable experiences with their previous online learning experiences. What caused your negative experiences? Was it the learner himself? Was it the program? Or was it the teacher? How do students perceive the quality of online education based on their own online learning experiences? Are they satisfied or dissatisfied with the online training they received? What factors shape students' online learning experiences? All of these questions prompted this study and its survey to examine student perceptions of the quality of online education. As the number of online training courses in higher education has increased, concerns and issues have arisen about the quality of these courses (Yang and Cornelius, 2003). Many of the issues that have arisen in online education regarding its quality are often related to, but not limited to: (a) requiring separate quality assurance standards, (b) programs with (or non-existent), and (c) at the There is no consensus on what constitutes quality learning (Twigg, 2001). Carnevale (2000) reported that House Basic Research Science Subcommittee Chairman Nick Smith (D-Michigan) expressed serious concerns about the quality of Internet courses in a May 2000 hearing. Representative Smith said he remains skeptical about the quality of online learning. "... Students who take online courses do not collaborate like their peers who take traditional courses, and they may leave with knowledge but no understanding of how to think for themselves (p. 51). "Using technology as a panacea to correct institutional economic problems rather than as an effective teaching method (Hensrud, 2001). Brown and Green (2003) also argue that online course delivery is often seen as a "cash cow" by administrators. The number of paying customers who do not have to pay for amenities such as temperature-controlled classrooms and parking" (p. 148). Many opponents of online education question whether online learning can provide the same teacher-student-student interaction that traditional classrooms provide (Roblyer and Ekhaml, 2000). Some opponents also question the quality of online instruction because the quality of teachers who teach online courses cannot be guaranteed (Weiger, 1998). It has been argued that students, as consumers of online education, are less likely to find information about the quality of courses offered (Twigg, 2001). Schools or universities that offer online degree programs often do not provide comparative information to students, such as how does a student know which online program suits their needs? In addition, the student home page often does not clearly state the prerequisites for taking a particular online course and where students can turn for help if they encounter technical problems (Twigg, 2001), p.15. page). Therefore, more research is needed to examine the quality of online education. Attorneys support online education. They suggest that the lack of face-to-face interaction can be replaced by bulletin board systems, online video conferencing, or online discussion on list service (Blake, 2000). Online education can also enhance students' critical thinking skills, deep learning, collaborative learning and problem solving (Ascough, 2002; Rosie, 2000 and Briggs, 1999). Donlevy (2003) argues that online education can help schools expand their curriculum at lower cost and can help graduates gain important technical skills to increase their marketability. Proponents also argue that online education can promote nondiscriminatory learning practices because teachers and students, as well as students and their classmates, often do

not meet face-to-face. Palloff and Pratt (1999) reported that because students cannot distinguish between the race, gender, and physical characteristics of each other and their teachers, online education provides teachers and students with a biased teaching and learning environment. Quality, as used in this study, refers to the degree to which an Internet-based distance learning program meets the benchmarking standards developed by the Institute for Higher Education Policy in 2000 (IHEP 2000). For distance learning to be considered quality education, it must meet these specific criteria (Hensrud, 2001). According to Kearsley (2000), an online course must include the ten most important elements to be considered high quality. These are "content, pedagogy, motivation, feedback, coordination/organization, ease of use, assistance, workload, and flexibility" (p. 105). Several research projects have been conducted from the teacher's perspective (A.Rustamova (2022), Bennett and Bennett, 2002; Bower, 2001; O'Quinn and Corry, 2002; Yueng, 2001) and administrators (Alley, 2001; Giannoni and Tesone, 2003; Husman and Miller, 2001) are moving toward quality in distance education where the Internet is used as the primary mode of delivery based on the IHEP quality criteria. However, there is a lack of research on measuring the quality of online education from the students' perspective. Little is known about the quality of programs that offer online education, particularly those that are Internet-based. Educators, administrators, and policy makers need to understand how their "customers" perceive the quality of online education programs in light of their own learning experiences. Despite the growing literature on online education, research related to the quality of online education is limited. Among the respondents, some researchers examined the quality of online education from the students' perspective. Therefore, it is necessary to study the students' perception of the quality of online education. The purpose of this study is to examine the quality of existing online education programs that use the Internet as the primary method of instruction. The purpose of this study is to investigate students' perceptions of the quality of online education. The results of this study can contribute to the literature on quality assurance in online education. It is hoped that the findings will enable institutions offering online education to evaluate their programs against the findings and recommendations of this study research problem.

This study seeks answers to the following research questions. 1. What is the experience of students taking an online education? Based on their experience, how do they perceive the quality of online education?

2. What factors influence students' online education experience? How do these factors affect the quality of online education?

This study has several limitations that need to be addressed. First, the three students in the study took three different courses offered at two universities and one college. Each of the instructors who participated in the study had their own characteristics in the presentation of the course content and communicate with students. Therefore, the characteristics of the instructor may have had an influence on students' perceptions of their online education. Second, there were different types of formats utilized to present the online courses. Two classes used WebCT as courseware technology, and one class used Blackboard. Although there are many similarities for the two courseware technology, the layout, the design of the class, and interface were all different. Third, the classes were across disciplines and were taught at different levels. One was a graduate course in Educational Psychology. One was an undergraduate course in Music Appreciation, and the third was a social development class, which was taught at the undergraduate level.

This study adopted the term of online education identified by Paulsen (2002). According to Paulsen, online education is characterized by:

- the separation of teachers and learners (which distinguishes it from face-to-face education),
- the influence of an educational organization (which distinguishes it from self-study and private tutoring),
- the use of a computer network to present or distribute some educational content the provision of two-way communication via a computer network so that students may benefit from communication with each other, teachers, and staff. (p.1.)

Many quantitative studies (Bennett and Bennett, 2002; Goodwin, 1993; Hara and Kling, 1999) have been conducted to determine the effectiveness of online learning. However, few studies have attempted to control for student variables to answer questions such as: How do students' computer skills affect perceptions of online quality? Do students' computer skills also affect students' learning outcomes? How does online communication affect students' perceptions and learning outcomes? According to Thurmond, Wambach, Connors, and Frey (2002), these are just some of the questions that are often overlooked or explored in research evaluating the quality of online learning. The quality of online education has also attracted the attention of the Higher Education Accreditation Association. Many organizations have published and proposed their own guidelines or principles to ensure the quality of online education. In the early 1990s, the Western Educational Telecommunications Cooperative (WECT) developed "Principles of Good Practice for Electronic Degree and Certificate Programs" (Twigg, 2001). Since then, many other groups have developed similar principles and practices. For example, the American Distance Education Consortium (ADEC) has developed the "ADEC Guidelines for Distance Education". A kind of a joint task force of the American Council on Education and the Coalition: Association for Alternative Programs for Adults developed "Guidelines for Distance Learning in the Learning Community." The Educational Telecommunications Council provides "Practice for improving the quality of distance learning". The American Federation of Teachers (AFT) has developed "Distance Education: A Guide to Good Practices." The Council of Regional Accreditation Councils has updated and interpreted the WECT statement and published "Guidelines for the Evaluation of Electronically Offered Degree and Certificate Programs" (Twigg, 2001).

METHOD

Data were collected using the following methods: interviews, observations and documents. Multiple sources of data collection will allow researchers to confirm and cross-check findings using different data sources (Patton, 1990). Collect and evaluate documents as additional resources for research. Each participant in this study completed two interviews. One of the interviews was structured and the other unstructured. In order to obtain more qualitative data, two observations were made. Observations last approximately 60 minutes. Observations were conducted while participants were typically completing online courses. Documents were collected from all participants. These documents are transcripts and other information to confirm information already collected and seen during observation and interviews. Analyze data to answer research questions and cross-reference similarities and differences between participants. In 2000, the Institute for Higher Education Policy (IHEP) first reviewed all existing principles or guidelines and proposed criteria for measuring the quality of Internet-based education, which were grouped into seven categories: (a) institutional support, (b) curriculum development, (c) teaching/learning, (d) curriculum structure, (e) student support, (f) teacher support and (g) assessment and evaluation (IHEP, 2000). Of the seven categories, three are related to students. These are teaching/learning, course structure and student support. The IHEP student criteria scale was adopted as the theoretical basis of this study to investigate whether students' perceptions of the quality of online education meet the IHEP criteria.

RESULTS

Petrides (2002) conducted a qualitative study to find out students' perceptions of e-learning. The study is conducted in a hybrid university online course, which means that the course is a semester-long regular course augmented with web technologies (teaching room). In the interviews, some participants indicated that they tended to think more deeply about the topic when answering in writing compared to answering verbally. They explained that they were constantly able to reflect on each other's thinking because the recordings of the discussions were public and constantly displayed on the network. As one participant put it, "When you have to respond in writing, there are things that make you think more deeply about the topic" (Petrides, 2002, p. 13). 72. Another participant echoed this view, saying that online technologies can be more reflective than face-to-face classroom discussions. Vonderwell (2003) interviewed 22 students about their perceptions of their asynchronous online learning experiences. Some participants said that the asynchronous environment allowed them to carefully write down their thoughts. For example, according to Vonderwell, one participant stated that "the discussion was not just to write the answers, they require thinking" (p. 86). Flexibility is the strongest area of online learning environments identified by researchers (Petrides, 2002; Schrum, 2002). In Petrides' (2002) study, he reported that participants found it easier to work in collaborative groups in online courses because the need to rearrange everyone's schedule was not uncommon. In addition to flexibility in time, choices related to learning experiences were also seen as positive. Participants in Cizmar and Valber's (1999) study of Web-based learning environments based on principles of good teaching practice also found that they were able to choose freely from a varied learning menu.

Experience allows them to find what works best for their learning style. Convenience is also a benefit cited in the online learning literature. For example, in Poole's (2000) study of student participation in discussion-oriented online courses, findings showed that students engage in online discussions during the most convenient times, such as weekends. Poole also found that students mostly access online courses from home computers, which are most convenient. Other researchers have found similar results with online learners reading and responding to teacher comments in online discussions at times that are convenient for them, such as early morning, early evening (Murphy and Collins, 1997). Delayed communication is a weakness of online learning reported by many researchers (Howland and Moore, 2002; Petride, 2002; Hara and Kling, 1999; Vonderwell, 2003). According to Howland and Moore (2002), communication between students and between students and teachers is a key issue. The lack of face-to-face interaction between students and teachers has contributed to the negative perception of many students. When teacher feedback is delayed, students feel less confident in class. In Howland and Moore's study (2002) they also found that many students reported that it was difficult to get explanations about assignments etc due to a lack of communication between teachers and students. The overall impression of communication among students was also negative. Message boards are the most important communication channel between students and teachers. Each student is required to write on the bulletin board each week. Students often reported that posting on the bulletin board was ineffective and were disappointed with the level and quality of communication (Howland and Moore, 2002). Petride's (2002) study of student perceptions of web-based learning also reported that some participants perceived a lack of immediate response in an online environment compared to what would normally occur in structured face-to-face classroom discussions. This is particularly evident in asynchronous online discussions where students have to wait for others to read and respond to their messages or emails. Hara and Kling (1999) conducted a qualitative case study of a web-based distance learning program at a major American university. Their participants reported being frustrated by not being able to get an immediate response from the teacher. Recent studies have shown similar results. For example, in Vonderwell's (2003) study, a disadvantage of online courses was the delay in receiving immediate feedback from the instructor. According to one participant, "answers to questions can take hours, maybe even a day" (Vonderwell, 2003, p. 84). Lack of a sense of online community and isolation are other disadvantages students report in their online learning experiences. Vonderwell (2003) reported that online learning

participants reported a lack of connection with their instructors, particularly in the one-on-one relationship with the instructor. Vonderwell finds that one participant said, "I still feel like I know my teacher a little bit, but not the way I know her in class. I don't know her character at all" (p. 83). Other studies have found similar results. For example, in his study of online communication between teachers and students, Woods (2002) reported that online students reported feeling isolated from teachers and other students during online courses.

There are many factors that affect a student's online learning experience. Song, Singleton, Hill, and Koh's (2004) study of 76 graduate students' perceptions of useful and challenging components of online learning found that lack of community, difficulty understanding learning objectives, and technical issues were key factors in their online learning experiences. Some other factors identified by other researchers are student characteristics (Howland and Moore, 2002) and the design of the learning environment (Clark, 2002; Dwyer, 2003; Song et al., 2004). Student characteristics that affect the student experience. Learner characteristics influence how online learners learn and their online learning experience. Howland and Moore's (2002) study of student perceptions of distance learning in online courses found that students with the most positive perceptions of online learning were those with characteristics consistent with constructivist learners. The most motivated students are more independent, active and responsible for their learning. In contrast, students who reported more negative perceptions of their online learning experience had the same expectations for structure and information as they did for the classroom format. Students with negative perceptions indicated the need for more feedback and more structure from teachers. These students perceive the lack of feedback and communication from teachers as deprivation (Howland and Moore, 2002). Another study on the personalities of online students was conducted by Garrison, Cleveland-Innes, and Fung (2004). Garrison et al (2004) also suggested that online learners need to take more responsibility, adapt to new climates, adapt to new environments, synthesize ideas, learn to participate, synthesize ideas, apply ideas or concepts, stimulate their own curiosity in order to succeed in the online classroom. Another important aspect of the online experience is the design of the online environment itself. Clark (2002) states in *Myths in E-learning* that the effectiveness of e-learning is "entirely dependent on the quality of the content developed" (p. 13). He also suggested that e-learning content should be "more meaningful, clear, vivid, organized, and personal" (p. 601) to improve student retention. In today's online education practice, text is the most important form of communication. Text exists in traditional paper formats, multimedia and online media. These texts do not exist in isolation, but in specific contexts. Learning styles and learning goals are part of the context in which the text is experienced. According to Dwyer (2003), text alone has proven unreliable for the most effective communication between individuals who lack shared specific experiences. However, when combined with feedback, analogies, questions and images, the effectiveness of text communication increases. Pictures can convey meaning better than words. As Clark (2002) points out, "A picture really is worth a thousand words, and the online environment can benefit from options that include animation, photographs, video, and other graphics" (p. 13). Dwyer's (2003) meta-analytic study on the effectiveness of text-based Internet learning environments showed that the inclusion of visual images in learning environments can be very effective, but the inclusion of visual images should be based on specific educational goals. He also found that depending on the type of visualization and the type of learning objective, visualizations are effective and some visual aids are very effective in achieving specific learning objectives. Students are more satisfied with learning when the learning environment is varied rather than just written. A study by Thurmond et al. (2002) who assessed 120 students' satisfaction with Web-based learning environments found that virtual learning environments, including e-mail, computer conferencing, chat groups, and online discussions, influenced student satisfaction. is larger than the actual learning environment. Student characteristics. A study by Song et al. (2004) also argued that course design was one of the useful components of online learning. Other helpful components include familiarity with online technology, time management, and student motivation.

The design chosen for this study was qualitative in nature, using interviews, observations and documents. Qualitative research provides an understanding of situations or phenomena that tell stories rather than determining causality (Fraenkel and Wallen, 2003; Glesne, 1999). Qualitative research methods include observation, interviews and document analysis. Triangulation – combining different types of information – allows for a better analysis or interpretation of the situation. According to Patton (1990), "studies that use only one method are more likely to have errors associated with that method than studies that use multiple methods, where different types of data provide cross-validity checks". Interviews and observations are only two parts of the process. The information obtained from observations and interviews is not necessary, but it is desirable to supplement it with other data (Stake, 1995). Data collection methods used in this study included structured and unstructured interviews, observation and recording.

Interviews Fraenkl and Wallen (2003) argue that interviews are an essential method for verifying the accuracy of impressions gained from a researcher's observation (p. 455). Interviews can be conducted in a variety of ways - using prepared questions, protocols or interview guides, or as an unplanned event. Patton (1990) describes six different types of questions, all of which provide valuable information for research:

- (a) experiential/behavioral problems – what the individual has done or has done in the past in the given situation;
- (b) Questions of opinions/values – what a person thinks or thinks about a situation or issue;
- (c) Emotional problems – what are human emotions; A natural emotional response to a situation or problem;
- (d) knowledge questions – what facts does the person know about the situation or problem;

- (e) sensory issues – what sensory reactions a person would have to a situation or problem;
- (f) Background or demographic issues—what characteristics characterize an individual.

Each of these questions helps researchers develop an understanding of the phenomenon. Using a variety of questioning techniques, this study encouraged participants to describe their perceptions of the quality of online education based on their own experiences. Formal structured interviews were conducted with each participant at the beginning of the study. Each participant's interview lasted approximately 60 minutes. Interviews were conducted at a time convenient for the participant, such as at their residence, office, or campus library. Unstructured interviews were conducted with each individual participant. Unstructured interviews lasted approximately 45–60 minutes. Unstructured and structured interviews were conducted with each participant. Examples of formal interview questions include: How was your experience as a student in an online education program compared to traditional classroom instruction? like it or not? As a student, how would you rate the overall quality of the online instruction you receive? Very good, good, moderate, or not good? Why? In what ways could online education programs serve your educational needs? As a student, how do you feel about the communication between yourself and the instructor? Between you and other students? Questions for the unstructured interviews were based on things that were observed or were not seen during observations. Also, much room was allowed for spontaneous questions and responses from both the participants and the researchers. Observations were conducted from February to May during the spring semester of 2004. An integral part of qualitative research, observations allow the researcher to determine if what the participant has said in the interview is transferred into action during the online learning experience. Participant observation “provides a first-hand picture of the situation under study and, combined with interviews and document analysis, allows for a holistic interpretation of the phenomenon under study (Merriam, 1998, p. 102). Field notes were taken and recorded during the observations. Photographs of participants' typical online course work environments were also taken. Participants have the opportunity to schedule their observations when it suits them and in a framework that suits them. Each participant was observed twice. Some observations took place in the participant's home, dorm room, office, or campus library. Extensive field notes were taken during the observations. These notes included the participant's study habits, a description of the physical environment in which the participant studied, and how the participant actively or passively participated in online learning. Documentation Fraenkel and Wallen (2003) state that documentation refers to any type of information that exists in some form, written or printed, for private or public consumption and analysis by researchers. Therefore, photographs, participant e-mails, printed versions of class layouts, participant-submitted assignments, and course syllabi were collected as data sources. Online training documentation was collected from all participants. These files include syllabi, course information, tests, study notes, discussion board posts, emails, and more. Most of the documents received from participants are printed from each participant's course homepage. Observations, interviews and documentation were conducted to ensure data reliability and accountability. The researchers sought to determine whether participants' behavior and interview responses were consistent. The researchers examined how closely the participants said what they said in the interviews, and the observations corresponded to what actually happened in a typical online learning environment. The sample for this study was three students participating in an online learning course. Participants received online training from two different Mississippi universities (University of Southern Mississippi and Mississippi State University) and one community college (East Mississippi Community College). Fraenkel and Wallen (2003) concluded that purposive sampling is based on the assumption that people should “select a sample that they believe best understands what they want to study”. However, convenience sampling was used in this study. Two male students and one female student participated in the study. Of the three, one is white and two are African American. All of these participants participated in online courses. Their exams and other assessments are conducted online. Two of the participants received instruction via WebCT and one participant received instruction via Blackboard. Two of the participants were non-traditional students. One was a housewife aged approximately 42 years, and the other participant was in her 20s and had a full-time job. Both participants were enrolled in undergraduate courses offered online. The third participant was a 25-year-old traditional student enrolled in an online graduate course. The first step of the procedure is the selection of study participants. Convenience sampling is done because the researcher knows the participants. Participants were then interviewed and observed during the spring 2004 semester. First, structured interviews were conducted with the participants individually. Conversations were recorded throughout the interview. The participants then participated. After two weeks in an unstructured interview. Interviews were conducted in a variety of locations to suit the needs and convenience of the participants. One participant was interviewed twice in his dorm room. The other participant was interviewed twice in his home. The third participant was interviewed in his office once and once at the campus library. After the completion of interviews, data were organized and preliminarily analyzed. The first observation was then scheduled upon the participants' consent to see how he/she worked for the online class. Schedule another observation with the participant a week later to see if there has been a change in the participant's behavior as the participant becomes familiar with the study process. Different documents were collected in the first and second observation. Photographs were taken of the physical setting of the participant's online environment. Online course design and layout is also printed as archived data. Some other documents such as syllabus, discussion notes are also collected during this stage of the process. Data analysis is an important part of qualitative research. Transcripts of interview recordings were checked for accuracy against the original recordings. Data analysis is also performed concurrently with data collection. The researchers coded the transcripts of the interviews and observations extensively. The method of constant comparison (Glaser and Strauss, 1967) is used to analyze qualitative data from different sources over time. Organize the data around each research question related to the student experience of online courses and the factors that influence that experience.

The researchers examined interviews, observations, and archival data to identify similarities and differences. This information was then compiled into two main areas. These aspects are the positive and negative experiences of online education. Positive experiences include: flexibility, cost-effectiveness, convenience, self-regulation, availability of technical support and ease of connection. Negative experiences were: delayed teacher feedback, teacher's inability to provide technical support, self-regulation and self-motivation, and feelings of isolation. Factors attributed to participants' positive experiences were: easy access to computers and the Internet, well-planned course layout, technical support from the university and library, spontaneous release of grades after post-assessment, and flexible working hours for team participation. Factors that contributed to participants' negative experiences included: untimely or lack of instructor feedback, monotonous teaching style, lack of technical support, lack of interpersonal communication, and poor design of course interfaces. Limitations of the analysis are described and discussed in the "Findings" section of this paper.

Data collection and analysis provided answers to the following research questions: (1) What was the student's experience of online learning? (2) How do students perceive the quality of online education based on their experiences? (3) What factors influence students' online education experience? (4) How do these factors affect the quality of online education?

The purpose of this study is to explore students' perceptions of online education based on their online learning experiences. Students were surveyed about their perceptions of online education based on their experiences. Factors influencing these students' online educational experiences were also examined. The results of this study will be divided into two categories: positive experiences of students and negative experiences. A positive student experience is: flexibility, cost-effectiveness, availability of e-learning and easy connection to the Internet. Negative student experiences were identified as: delayed teacher feedback, teacher's inability to provide technical support, lack of self-regulation and self-motivation, and feelings of isolation. Factors that contribute to a positive student experience are: the time of attending classes and the flexibility of independent studies, the profitability of online courses, the availability of e-studies, well-designed course layout, convenient Internet connection, easy navigation of the online course interface, and getting to know the instructor. Factors contributing to students' negative experiences are: Delayed feedback from teachers, lack of technical support from instructors, lack of self-regulation and self-motivation, isolation, monotonous teaching methods and unreasonable course content design.

DISCUSSION

Positive experience and promoters:

1. Flexibility: The flexibility of online education is widely recognized as an advantage. The most important factor contributing to a positive participant experience is flexible classroom time. All three study participants emphasized the convenience they enjoyed of not having to commute to campus and being able to work and study on their own time. A positive experience gained in this study was flexibility in time. Students can apply for online courses at any time. "It allows me to log in and view my classes and assignments at will." "I don't have to worry about trying to find time to get to campus or meet my instructor in rhythm." "One of the great things about online classes is that you don't have to worry about making time for Whole Class Meets." "Being a stay-at-home mom, I have very little time to come to campus to get an education." "No problem rushing to class." "You're never late for class." One non-traditional student reported that he had an A demanding full-time job and his only option at the time was online courses. The student had strong feelings about the sacrifices he felt his family had made to pursue higher education. He expressed outrage that the education system has not made it easier to go to college. "More online courses would be a huge benefit...less time away from my family."

Another positive experience found in this study was the flexibility of self-study. Participants have complete control over when the required knowledge content is delivered by the instructor. This is seen as a significant benefit for full-time workers and stay-at-home mothers. "You can plan your work on your own time, you don't have to listen to teachers." "Basically, I can work on my own schedule." "It helps me manage my time." "You have time to sit down. Reflect on your initial reactions to the topic of discussion."

Participants also rated online education as an enjoyable learning experience free from pressure from teachers and other students. Conveniences such as "no distractions from classmates", "no one looking over their shoulder, checking homework or forcing them to read" were also considered important by the participants. "You can organize your work in your own time, you don't need to listen to lectures from lecturers."

2. Profitability. All three participants agreed on the cost effectiveness of online education. Even if they have to pay extra for so-called "special class fees," they would rather take online courses to save on those extra fees than paying for transportation, gas, textbooks, and meals. "I think online courses save money. My car costs less because I don't have to drive to and from campus." "I spend less on course materials because I believe that online courses require fewer books, if any. I don't spend extra money on backpacks, notebook paper, parking stickers or fines. I feel like I can spend my money more efficiently by taking online courses."

3. Usability of e-studies: Usability of e-studies was the third positive experience experienced by the participants. When a graduate needs to do research work, the digital library is his first choice. Students believe that the library provides good support for research activities in online classes. "In terms of research support, our library does a good job. We have access to online databases. If we have questions, we can call the librarian and the librarian can help with the questions." "If the library

does not have a book or article, we can use the library to borrow it." "Online indexes and databases are available to all students". 4. Ease of connection to the Internet: The ease of connection to the Internet is the fourth positive experience found in this study. The easy access to computer and Internet stimulates students' interests to access their online courses quite often. Since they have access at home or at the dorm, they didn't need to drive to campus or school to access their online class. Some people may enjoy online discounts because they have enrolled in online courses. "With this online course offered over the Internet, it is possible to earn a degree." "My dorm has internet access and I can access my courses anytime, which is so easy for me." "I can buy the call price."

5. Easy navigation of the online course interface: Well-designed online courses make it easy for students to browse and find the information they are looking for. Different participants used two techniques of course materials. Two online course participants used WebCT and one undergraduate course participant used Blackboard. Therefore, two different types of interfaces were used in this study. Two students reported ease of navigation

Design across the classroom. "The menus on the Blackboard screen are very easy to use. I can easily navigate the screen." "Link count, information and navigation bar, everything is very simple and placed on the front page. For one participant, the automatic grading of the course material was a good experience. "I can receive the results of the test immediately after taking the test. As a positive evaluation of the course, another participant also reported the automated evaluation of the course material. Express your joy in not only seeing your grade on a particular quiz or test, but also a list of all the grades you've received. Another participant did not receive an automatic score and reported a long delay in reporting. "We have taken three exams, but I have not received the result of the first exam yet," said the participant.

6. Familiarity with Mentor: An interesting phenomenon found in this study is the level of comfort or familiarity with the mentor. One student said, "I feel good about the course because I know the teacher well." When asked if this familiarity affects his perception of the quality of the online course, the participant responded, "I believe that familiarity makes me feel more comfortable. because I already know how the teacher behaves and how he teaches."

Adverse experiences and contributing factors:

1. Delayed feedback from teachers. Delayed feedback from teachers is considered to be a significant factor influencing students' negative experience of online learning quality. Students expect timely feedback from lecturers on discussion papers, exams or tests and submitted assignments. "Feedback from mentors is not immediate. So far I have not received any feedback. I think there is a great need for improvement in terms of teacher feedback." "You should receive regular feedback on exams, discussion posts, and key communication channels." Students also expect teachers to be able to respond to emails or voicemails in a timely manner. "She (the supervisor) didn't answer my calls, she didn't answer my emails. I have no way to contact him. "Students usually need a day or a few days to wait for the teacher's feedback. "I have to wait for his response, which usually takes about a day. One class discussion recording file showed that instructors only responded to student messages during the first and second weeks of the semester. The earliest response the student sent was on January 19. The earliest response from the supervisor was on January 19. The next response from the instructor is on January 29. At that time, the total number of published notices was 33, almost a third of Chapter 1 (89 notices). Of the 33 messages, zero were sent by the manager. No wonder students complained about not giving him feedback. When students do not receive feedback from their teachers, they feel frustrated, discouraged and unmotivated. "That miscommunication killed my motivation and I almost canceled the class." "Sometimes when I come across things I don't understand, I get frustrated easily." "He is probably busy, spending his day teaching traditional classes. Therefore, he doesn't have to read and respond to emails until after hours." Participants then perceived "Time and response time is a drawback in all aspects of online education." During the conversation, the interviewee mentioned several times about the frustration he experienced because of delayed or lack of feedback from the instructor, such as "I hate this class, no feedback, no response." He shook his head, and sighed deeply when giving the above comment.

2.Lack of access to technical support from instructors: When students face technical problems, they need someone to help them. The first person they thought of was the director. Therefore, negative experiences may occur if technical support from mentors is not available. One participant mentioned that neither she nor her classmates had any technical knowledge and that "many students had little technical knowledge in computing". She even has trouble explaining the problems she has with modern technology. "There are issues or gray areas that are hard to put into words. It's also hard for teachers to always understand what students are trying to say or describe." Then she says, "I need to ask my computer-savvy friends for advice on how to send and write messages." They suggest, "A mini-course on how to do things would be ideal." or "... It would be beneficial for us to organize a WebCT training or workshop before the class. "

3. Lack of self-regulation and self-motivation. While online learners enjoy the flexibility and convenience of online learning, they must also keep in mind that they must take some responsibility for their own learning. Due to the free and convenient nature of online courses, self-regulation and self-motivation are critical to student success. When a student loses control of himself, he can miss deadlines for assignments or even miss exam dates. One participant missed the deadline for one test. He had no choice but to contact his tutor to try and get a chance to pass the exam. However, he was unable to reach his mentor in any way, which also contributed to his negative feelings.

An experience born of a lack of connection. "You have to be really motivated and focused," the participants said. "I get

distracted easily and put things off until the last minute." Sometimes they even complain about the freedom and independence they once enjoyed: "Independence and freedom can get you into trouble." "It's easy not to finish your homework." "You don't have a set time to do your work, so it's easy to get off track and lose focus." "If I was in a traditional class, I could at least talk to my classmates and we could remind each other

The deadline for completing assignments and tests. "Participants in this study spent time doing housework, babysitting, other classes or activities. Because they don't meet face-to-face in class, they sometimes forget they're taking online courses. "Sometimes I forget my homework." However, the participant realized that he had to restrain himself and motivate himself: "If I could spend some time preparing for the test, I wouldn't do so badly." He also realized that he was spending too much time on other things, such as talking on the phone and traveling. "Sorry I took too long (he called for over 30 minutes)." "I've been traveling a lot this year because I have interviews."

4. Feeling of isolation: There are many reasons for the feeling of isolation of online learners in this study. One of the reasons is the lack of human communication or interaction between teacher/student and student/student. "You can't talk face-to-face with a teacher on a regular basis, if at all." "You miss out on the hands-on experience in the classroom, and you don't get to interact with other students." In the online classes, the participant felt a strong sense of isolation as he continued to say, "I feel like I have nowhere to go, I live on an island". Especially when online learners don't have group assignments, they don't even have a chance to talk to group members. Therefore, the student does not know either the teacher or his classmates. "I still don't know how many classmates I have and who they are." "Even though the instructor has her phone number on the course page, I can never get hold of her."

5. Monotonous Study Methods: Another reason for loneliness is monotonous online study methods. Two study participants indicated that bulletin boards were the only method of communication and interaction used by their mentors. "We only communicate through discussion forums. She (the teacher) will not respond to our emails. As for the chat room, we never use it in this class. If we can it would be much better to meet in a chat room. "The monotonous teaching method also includes teaching materials prepared by teachers for students. Printed materials are used only in graduate courses. Sound files and graphics are also used as aids in basic music comprehension courses. Unlike both, the participants expressed their feelings and suggestions in the monotonous learning environment: "Everything is printed. My learning would be better if we have different materials like audio, video or even let us rent some videos to prepare the report. "

6. Poorly designed online course content. A well-designed course interface can improve student use of course pages. But a poorly designed course interface can disorient students as they search for information. "I don't know where she (the teacher) put the page... (for the assignment), it was there for two days and now it's gone." The course is designed to be structured illogically. These are detailed curricula and extended curricula. There are two links under the Extended Curriculum, one is Detailed syllabus and other department overview. But there are no links in the chapter report. Interviewers also noted inconsistencies in the course design from archival data documents. This inconsistency creates confusion and frustration among students who are searching for the information they need. Participants' overall assessment of the quality of online education indicated that they did not trust their own received a high-quality online education. In their experience, the online courses they attended also did not meet IHEP's benchmark standards. IHEP Baseline Status: Feedback on student assignments and questions is constructive and provided in a timely manner. Students are advised to familiarize themselves thoroughly before starting an online course. Provide additional course information to students regarding course objectives, concepts, etc. There is enough available for students Library resources, which may include a "virtual library." Provide student support services such as information programs, technical and testing requirements, training, technical assistance, student service personnel, and a structured system for resolving student complaints. (s. 2-3). Positively, all participants expressed the fact that they all had access to electronic library resources. However, they all expressed frustration with feedback delays, helplessness and lack of direction in online courses. As a result, participants did not perceive their online education to be of high quality.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study is to understand students' perceptions of online learning. The qualitative research method used in this study is well suited to achieve this goal. The depth of information obtained through interviews, observations, and archival data analysis provides a level of understanding that cannot be achieved through quantitative methods. Participants had both positive and negative experiences with online education, although their experiences were more positive. The flexibility of class attendance time and self-learning pace, the profitability of online courses, the availability of e-studies, well-designed course layouts, convenient Internet connection, easy navigation in the online course interface and familiarity with the instructor contribute to the participants' positive learning experience. Factors contributing to the negative experience of students are: Delayed feedback from teachers, lack of technical support from instructors, lack of self-regulation and self-motivation, isolation, monotonous teaching methods and unreasonable course content design. These conclusions are supported by most of the research literature reviewed in this study. Some researchers report that reflection, flexibility and convenience are advantages of online learning (Petrides, 2002; Vonderwell, 2003; Poole, 2000; and Murphy and Collins, 1997). Some of the contributing factors associated with participants' negative experiences can also be found in similar studies in the literature. According to Holland and Moore (2002), the key issue is the level and quality of communication between students and

between students and teachers. Petride (2002) found responses that directly affect the student experience. Vonderwell (2003) and Song et al. (2004) also reported a lack of sense of community in students' online learning experiences.

The study also found that knowledge about the teacher affects the student's learning experience. Once an online student gets to know an online instructor, he/she may feel more comfortable attending the instructor's online courses. Based on this conclusion, one may wonder, should online courses be taught to first-year teachers? Additional research can be conducted to examine the effectiveness of online training for first-year teachers and senior teachers. When participants were asked to rate the overall quality of the online education they received, their responses were moderate. Average quality of online education means that they are not very satisfied with the education they received or think that the quality of online education is not high. The personality of the participants can influence their sense of responsibility for their own learning. Online learners may need to change their behavior such as lack of self-motivation, spending too much time on the phone, or not being an active and constructive learner. However, when examining their negative experiences, all factors were related to online teachers except those related to student characteristics (lack of self-regulation or self-motivation). The study participants felt lost, frustrated and isolated because there was no immediate response or feedback from teachers. Disorganized course content increases confusion and stress levels for online learners. When participants face technical problems, the instructors cannot help them. Even if instructors can't help them, other technologists can't help online learners. Students do not learn well if the teaching method is only textbooks or discussion recordings. Students simply do their homework and hand it in without transferring and assimilating the knowledge from the textbook into their own knowledge. The authors conclude that instructors play a key role in ensuring the quality of online education. Not only because the teacher was directly "opposite" the student, but also because the teacher has more responsibilities on his shoulders. However, this does not mean that administrators should be left out when it comes to quality assurance in online education. More importantly, administrators should provide adequate support (training, administration, funding, and promotion), hire qualified teachers, and motivate teachers to deliver effective online instruction. The learning technologies described in this chapter are just a small sample of the resources available to help schools create and maintain online learning environments that use people and resources outside the school environment and connect students with teachers, family members, and experts. This chapter outlines two broad categories of 21st century skills that can be developed through engagement in online learning. The first set of skills outlined is communication and collaboration skills. Communication is an important part of learning, and being able to develop these skills through online learning opens up many new opportunities for students to engage with new audiences around the world. Students also develop these skills by interacting and collaborating with experts on topics in which teachers may not have expertise. This in turn allows teachers to focus on the pedagogical aspects of teaching. The second set of skills described is media literacy. These skills allow students to become authors and publish information online to share with others. Through these skills, they also develop new skills related to multimodal writing as well as critical reflection skills. By focusing on this set of skills, it becomes clear how different kinds of skills engage audiences as part of writing in the 21st century. Both formal and non-formal education can be part of young people's educational experience, building links between school and home and the wider community. By combining these two areas, learning can become a more authentic experience, giving students a real opportunity to invest in their lessons. These types of engagement opportunities for young people can be created with just a little change in the curriculum, and school leaders will need to enable these opportunities to happen. It is clear that online learning in schools is growing and will continue to grow, which will provide new educational opportunities for students and require teachers and educational institutions to continue to develop educational practices to ensure that these technologies are used in the safest and most beneficial way. . for students.

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