

Original Paper

Impact of E-Learning System: Google Classroom Interaction between E-Facilitators and E-Learners at the University of Ibadan Open Distance Learning Centre, Nigeria

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Abstract

Open Distance Education, an e-learning delivery system, is structured toward quality education for development and growth that meets the needs of the modern world. Its e-learning method is geared toward quality education that provokes critical thinking, scientific innovation, artistic revolution, and managerial skills. With all these qualities, critics still believe that the orthodox method of learning drills, as such face-to-face interaction, fixed location, and immediate feedback are still the best learning practice. Therefore, this article examines the impact of the e-learning system of Open Distance Education as a friendly learning flexibility and teaching mode that provokes mutual understanding, critical thinking, and immediate feedback between online facilitators and e-learners. Also, it investigates how its teaching approach stimulates innovative research, learning security, and interactive mutuality. Seven (7) excerpts are purposively selected from Google classroom interactions. The article uses Schechner's performance theory and the theories of Freud and Jung. Performance theory emphasizes human activities, while the theories of Freud and Jung talk about human interactive engagements. Theories are used to analyze interactive mutuality and knowledge based-performance between e-facilitators and e-learners. The data are subjected to content analyses.

Keywords

E-facilitators, E-learners, Interaction, Mutuality, Google Classroom

1. Introduction

Open Distance Education (ODE) is an online educational method that opposes physically present in a traditional educational setting (Asubiojo, 2016, p. 8). Open and Distance Learning system gives mutual intelligibility between e-tutors and e-learners (Adekunle, 2023, p. 1). Its methodology lacks campus

full-time operation (Braithmoh & Osiki, 2008; Jegede, 2009; Jimoh, 2013). Open Distance Learning is a modern educational practice that opposes standardized curriculum and a one-fits-all content that negates different abilities and knowledge of the learners (Egbokhare, 2015. p. 38). Its pattern of teaching is a mixture of curriculum, instructional design, student-friendly support, and educational gap filler (Adesina, 2016, p. 13). To Adesina (2015, p. 11), Open and Distance education is technology-based open access stimulates flexible learning program. Olayinka (2016, p. 4) states that a technology's platform reduces face-to-face interactions barest minimum locally and internationally. According to Okunade (2016, p. 3), "a properly established distance learning center with an efficient and student-friendly IT platform, a virile academic and administrative support, ODL-compliant interactive course materials and ODL professionals drawn within and outside its environs may not need to impose a limit on admission." It is a weapon of mass instruction (Adesina, 2016, p. 14). To support this view, Adeyeye (2016, p. 6) argues that open distance education helps to overcome challenges facing individuals who want to obtain quality education but are constrained by time and space. Open Distance Education is a major factor that contributes to people's development and growth (Ajala, 2017, p. 14). It is a key to socioeconomic development in any country (Jegede, 2016, p. 30). Williams, Paprock, and Coving (1999) maintain that tertiary-level of open distance learning center offers educational opportunities equal to university and college education.

On this fact, Braithmoh (2015, p. 25) asserts that academics and academia are "think tanks" for the governments and the major tanks from where the entire society drinks. It means that they are key drivers in the sociopolitical life of any nation through their open educational programs. To Aremu (2018, p. 5), Open Distance Education (ODE) needs to join the efforts of all stakeholders in tertiary education to achieve its educational aim and goals. University management, e-facilitators, and e-learners are key sectors in its educational transformation and development. Based on the aforementioned points above, the study investigates the impact of the e-learning method on e-learners at the Ibadan University of Open Distance Center, Nigeria. Education at the University of Ibadan, Nigeria. Google Classrooms' interactions between e-facilitators and e-learners are used as a case study.

2. Theoretical Framework

Schechner's performance theory and the Psychoanalytic theories of Freud and Jung are used to analyze interactive performance and knowledge exchange between e-facilitators and e-learners. Performance theory emphasizes human activities, while the theories of Freud and Jung talk about human interactive engagements (Tyson, 1999; Adekunle, 2014; Adekunle, 2017; Adekunle, 2019; Adekunle, 2020; Adekunle, 2021; Adekunle, 2022, Adekunle, 2023, Schechner, 2002, Schechner, 2005).

3. Methodology

Seven (7) excerpts of Google classrooms' interactions are purposively selected. The selected excerpts are based on teaching and learning modalities and peculiarities of the e-tutors and the e-learners in

classroom interactions. The data are subjected to content analyses.

4. Results and Discussions

Google Classroom is a cloud or e-classroom designed for actual teaching and learning between the e-facilitators and e-Learners in Open Distance Learning Mode for research and educational development. It is open access to opportunities for individuals and organizations. Its modality is geared towards problem-solving, critical thinking, and innovative skills of e-learners for capacity building. Examples of these e-classrooms from Google classroom's interactions are shown below:

A. Open Distance Learning Mode: Access to Mutual Intelligibility and Innovative Skills



Excerpt 1 Literature -in-English

In excerpt 1 above, the e-Facilitator asks the e-Learners two questions on any literary devices or figures

of speech. This is tended to make them participate and come online fully into the e-classroom. Besides, the e-Facilitator tests their abilities in Literature-in-English to see how versatile and inquisitive the e-Learners are. This teaching and learning approach helps the e-Facilitator to know how to take care of the individual e-Learners based on their intellectual capacities.

e-Facilitator: Give two examples of these figures of speech as used in any passage

e-Learner A (Response): Simile: The comparative BTW the use of as and like...

Metaphor: Comparative BTW two unlike things

Metonymy: This is a substitution of words with something similar.

Synecdoche: Using part of something to represent the whole.

Oxymoron: When you put opposite words to describe an idea or an expression.

e-Facilitator: Good, all of you can do better.

e-Facilitator: Good, give two examples as used in any given passage.

e-Learner B (Response): Simile: Similes are words...

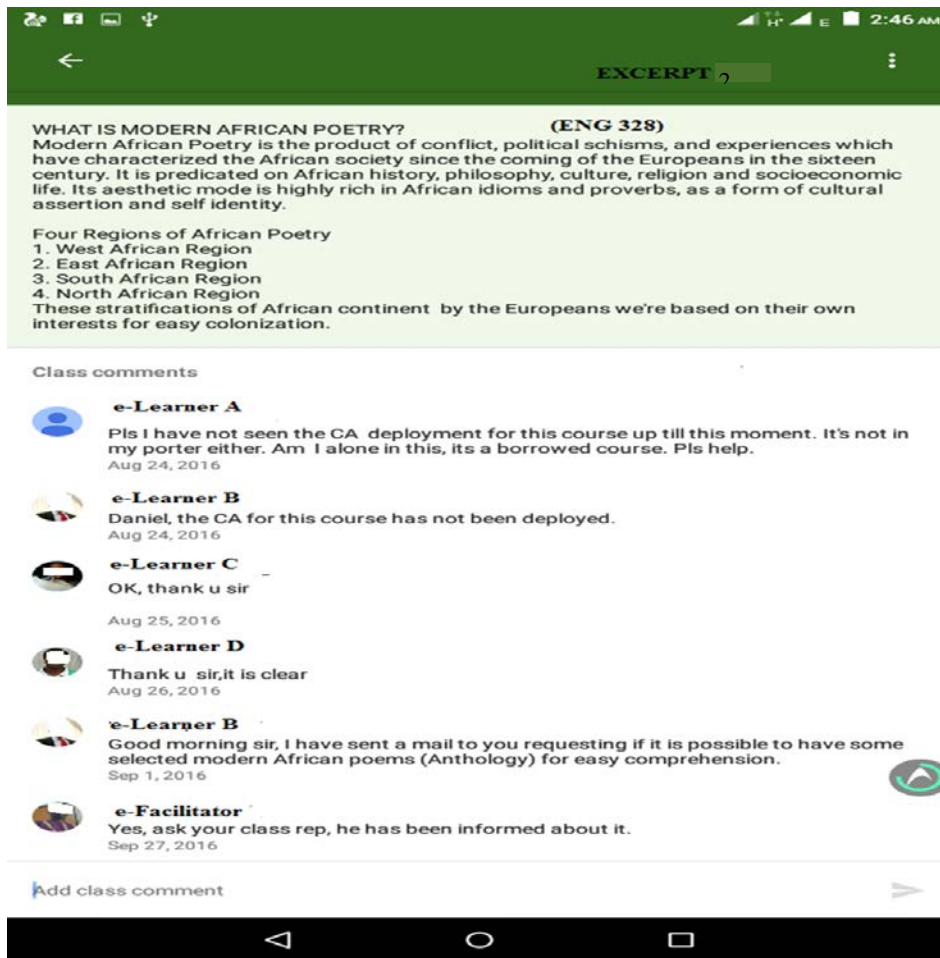
Metaphor: this is a process...

Personification: this is the case...

Apostrophe: it is a way...

Allusion: This is implicit...

In the above excerpt, the e-facilitator uses a psychological intellectual motivated style to encourage his e-learners (A and B) for critically thinking and spontaneity in answering his questions. He does this to make himself invisibly visible on Google classroom without fear or intimidation which is often common in traditional classrooms. This is done to break distance barriers between the e-Facilitator and the e-Learners. This modality has drastically helped e-Learners to bring the best out of themselves.



Excerpt 2

In excerpt 2 above, the e-facilitator largely defines what Modern African Poetry is all about. He defines it as the political history, cultural values, and socioeconomic and religious experiences of the Africans since the arrival of the Europeans on African soil. Also, he examines Modern African Poetry as a cultural assertion and self-identity of African people. The poetry flourishes in African proverbs and idioms. For proper analysis and illustration, he classifies Modern African Poetry into four divisions, namely: West African Region, East African Region, South African Region, and North African Region. In the analysis, the e-Facilitator intentionally employs the vertical-horizontal mode of teaching and learning style to get the attention of the e-Learners and, at the same time, makes it simple for them to digest. The definition and the illustration are very concise and briefed for easy assimilation. This teaching and learning approach provokes the e-learners to quest for knowledge and, at the same, further ask questions that are related to the topic as illustrated up and below in the excerpt:

e-Learner A: Pls (please), I have not seen the CA deployment (deployed) for this course up till this moment. It's not in my porter (portal) either. Am I alone in this, it's a borrowed course. Pls, help.

e-Learner B (Response to e-Learner A): Daniel the CA for this course has not been deployed.

e-Learner C (Response): Ok, thank u sir

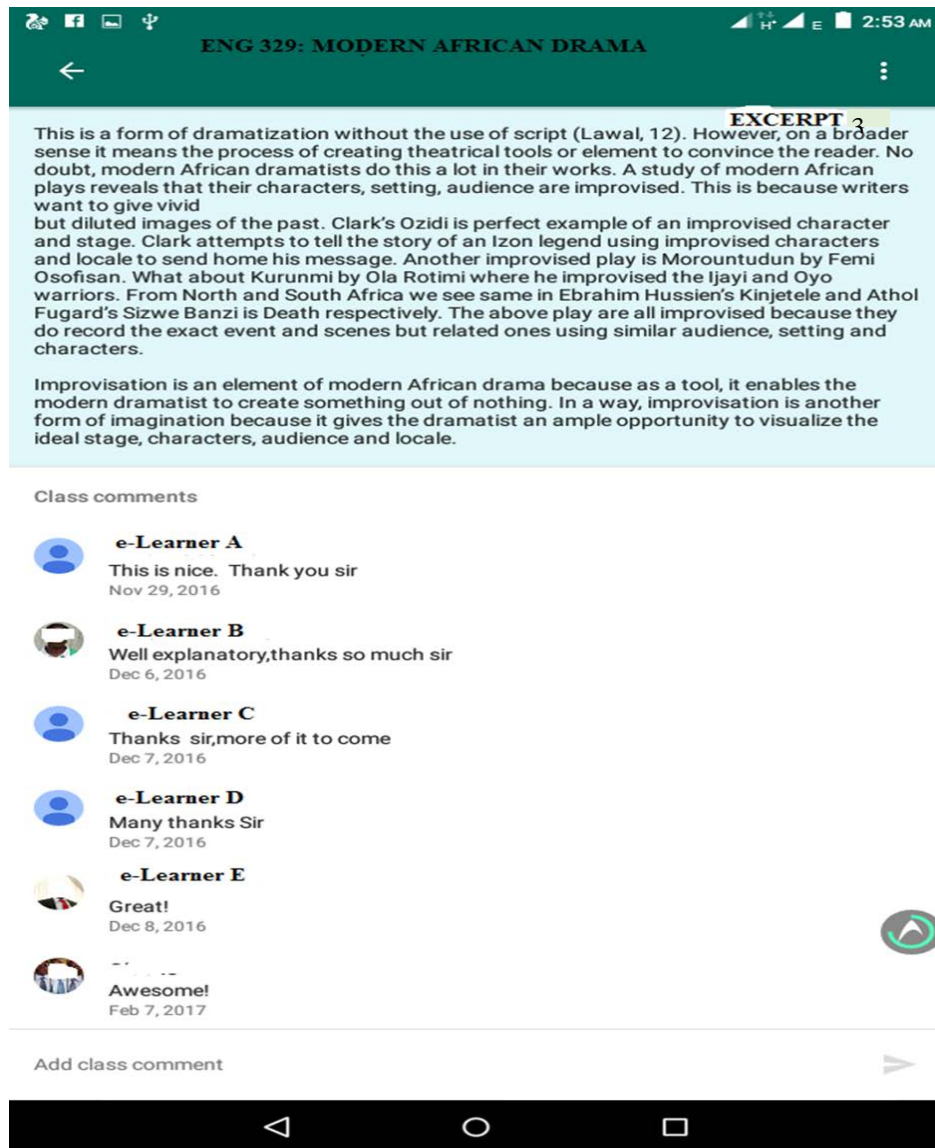
e-Learner D (Response): Thank u, sir, it is clear

e-Learner B (Response to e-Facilitator): Good morning sir, I have sent a mail to you requesting it is possible to have some selected Modern African poems (Anthology) for easy comprehension.

e-Facilitator (Response to e-Learner B): Yes, ask your class rep, who has been informed about it.

In the interactive classroom above, e-Learner A uses the classroom platform to ask a question on Continuous Assessment for this course, ENG 328. He wants to be sure whether the Continuous Assessment has been deployed, seeing that the e-Facilitator is invisibly visible on the platform. In response to this question, e-Learner B instantly answers him that the Continuous Assessment has not to be deployed. This shows that there is “mutual interaction” and “immediate response” as it always is in a traditional classroom setting.

Also, e-Learner B uses the classroom platform to ask a question on an anthology meant to be read for the course. The e-Facilitator quickly responds to his question by saying, “Yes, ask your class rep., he has been informed about it.” This means that the impact and presence of the e-Facilitator are felt in the e-classroom. This is what I called “teaching and response” and “question and answer.” Other e-learners, like e-Learners C and D, appreciated the e-Facilitator for the meaningful impact he has made on them. This pragmatically connotes that online interaction is highly comprehensive and understandable by e-learners.



Excerpt 3

In excerpt 3 above, the e-Facilitator extensively talks about Modern African Drama. He views it as a genre that centers on the indigenous practice of African people. He further argues that some African scholars believe that the genre must be written in indigenous African languages and its local coloration and audience must be African. To others, as claimed by the e-Facilitator, the playwrights of African plays must be Africans. Also, the plays must possess African characters and their origins with a view to injecting African experiences into the plays. Many more definitions and illustrations are provided in excerpt 7 above in the classroom. For this study, the teaching and learning methodology of the facilitators-e-Learners is examined below:

e-facilitator: Modern African Drama is ...

e-Learner A (Response): This is nice. Thanks your sir

e-Learner B (Response): Well explanatory, thanks so much sir

e-Learner C (Response): Thanks sir, more of it coming

e-Learner D (Response): Many thanks Sir

e-Learner E (Respos): Great!

e-Learner F (Response): Awesome!

In excerpt 3 shown above, it is obvious that all the e-Learners are captivated, excited, and contented with what the e-facilitator has taught them. In appreciation of the facilitator's teaching methodology, the e-Learners respond to the e-Facilitator through different exclamatory remarks and words of appreciation, such as Learner A, this is nice. Thanks your sir; e-Learner B, well explanatory, thanks so much sir; e-Learner C, thanks sir, more of it comes; e-Learner D, many thanks sir; e-Learner E, Great!; e-Learner F, Awesome! This is why they did ask any questions from the e-facilitator. This means that there is mutual interaction and intelligibility between the e-facilitator and the e-Learners. The presence of the e-Facilitator and classroom setting is felt.

B. Open Distance Learning Mode: An Open Access to Immediate and Post-Lectures Response (Feedback)

The screenshot shows a mobile application interface for 'ENG 315: ENGLISH POETRY'. The top bar includes a back arrow, the course title, and the word 'EXCERPT'. The main content area contains three paragraphs of text from a poem. Below the text is a 'Class comments' section with four entries:

- e-Learner A**: Thank you sir. Jul 3
- e-Learner B**: Job well done sir. Please in an attempt to analyse the poem, is there any need to quote the lines of the poem that are relevant to the discussion considering its length? Jul 3
- e-Learner C**: thanks so much sir Jul 6
- e-Learner D**: Thank you sir Jul 27

At the bottom, there is an 'Add class comment' field and a navigation bar with standard Android icons.

Excerpt 4

In excerpt 4, the e-Facilitator deeply highlights English Poetry. He reveals how the poetry talks about socioeconomic life, religious beliefs, and political experiences of the English from the Anglo-Saxon era to the contemporary time. It is poetry written in English by the English from the United Kingdom, Scotland, Wales, Ireland, and Northern Ireland. Its earliest first poem is a hymn written on creation, which is attributed to Caedmon (658-680) by Bede. Other poems are Beowulf, AD608-AD1000; The Dream of the Rood, AD700; The Battle of Brunanburh, 937; The Battle of Maldon, 991; Sir Gawain and the Green Knight, 1552-1599, etc. For this study or analysis, the teaching and learning style of Sir Gawain and the Green Knight (1552-1599) is examined below:

e-Facilitator:

According to the e-facilitator, Sir Gawain and the Green Knight, The Middle English poem, is the most perfect of all romances of its age. Its storyline centers around Sir Gawain, the nephew of Arthur, who undertakes a journey in a bid to redeem his society from the shame of an external force, the Green Knight, who poses threat to his society. On his journey, he faces many challenges but eventually overcomes them through God's grace and mercy. He is a representation of every man and woman who relies on God's power to overcome the challenges of life. He is an embodiment of good Christian virtues and the one who surrenders all to God for instruction, guidance, and protection (Other valuable points are displayed excerpt above).

e-Learner A (Response): Thank your sir

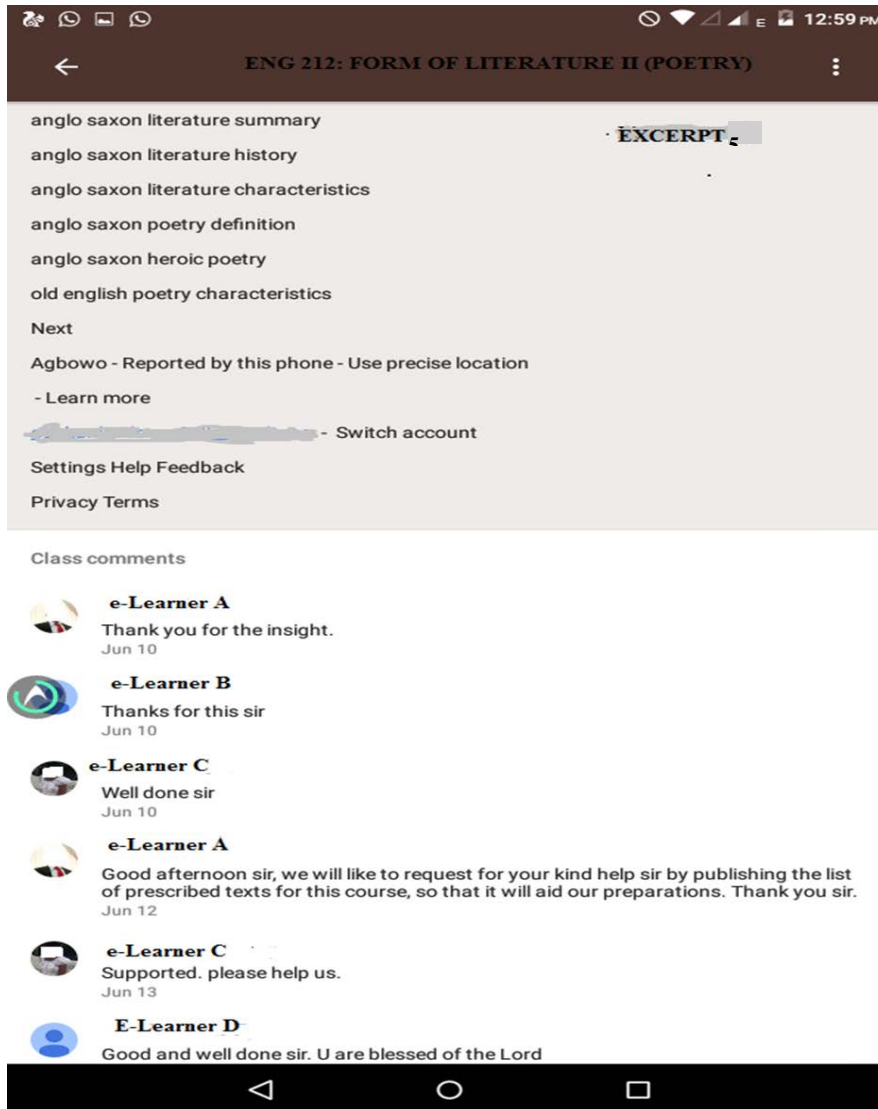
e-Learner B (Response): Job well-done sir, Please in an attempt to analyze the poem, is there any need to quote the lines of the poem that are relevant to the discussion considering its length?

e-Learners C (Response): Thanks so much sir

e-Learner D (Response): Thank you, sir.

The excerpt above shows that the topic is well understood by the e-learners. To prove this, each of them says, e-Learner A, Thank you sir; e-Learner B, job well done; e-Learner C, Thanks so much; e-Learner D, Thank you, sir. For further inquiry on the topic, e-Learner B quests for knowledge-based application on how to appreciate the poem. This means that Open Distance Learning Mode is an interactive session that gives room for proper intellectual interrogation and critical thinking on the subject of discourse.

Besides, as illustrated above, there is room for post-lecture responses as displayed by e-Learner C (July 16) and e-Learner D (July 27), which cannot happen in a "traditional classroom." Also, e-Learner A (July 3) and e-Learner B (July 3) give immediate responses to their e-Facilitator as it always occurred in a conventional classroom setting. The dates and the month of the classroom's lecture of each e-learner show this fact. This means that e-Learners are more advantageous than conventional learners (students) when it comes to post-lectures responses.



Excerpt 5

Excerpt 5 is a part and form of English Poetry discussed in excerpt 4 above. In this e-classroom, the e-facilitator concentrates on Anglo-Saxon Poetry. He defines Anglo-Saxon Poetry as the poetry of the English people attributed to the Anglo-Saxon, Northern Germanic tribes, who immigrated to England after exist of the Roman government from England. It belongs to oral tradition, that is, the non-literate society. The poetry is greatly marked off by comparative simile, metaphor, alliteration, caesura, and written blank verse. For easy analysis, he breaks the topic into six ways, such as Anglo-Saxon literature summary, Anglo-Saxon literature history, Anglo-Saxon literature characteristics, Anglo-Saxon Poetry definition, Anglo-Saxon heroic poetry, and Old English characteristics.

e-Learner A (Response): Thank you for the insight.

e-Learner B (Response): Thanks for this sir

e-Learner C (Response): Well done sir

e-Learner A (Response): Good afternoon sir, will like to request your kind help sir by publishing the list of prescribed texts for this course that it will aid our preparations. Thank you, sir. e-Learner C (Response): Supported please sir e-Learner D (Response): Good and well-done sir. U are blessed by the Lord.

In excerpt 5 above, all the e-Learners appreciated the efforts and the teaching and learning style of the e-facilitator through their responses or feedback. This connotes that they are highly satisfied and understood what the e-facilitator has taught them. Besides, there is a post-lecture feed or response from the e-learners. The fact is undeniable through the dates and months in which the e-Learners respond to their e-Facilitator in the e-classroom. For example, e-learners A, B, and C immediately responded to the e-teaching of the e-Facilitator online when the lecture is ongoing on June 10, 2017.

Also, e-Learner A (June 12), e-Learner B (June 13), and e-Lear C (June 14) replied to the e-Facilitator again at different times and days. This is what I called a “post-e-lecture response or feedback.” Post-e-lecture responses or feedback can only be seen in the e-classroom. It cannot be seen in a traditional classroom setting. In addition, e-Learner A also used the e-classroom platform to ask a question on the subject of discourse “Good afternoon sir, will like to request your kind help sir by publishing the list of prescribed texts for this course, so that it will aid our preparations. Thank you, sir.” This means that there is a lot of room for interrogation, mutual interaction, and intelligibility. It shows that the presence of the e-facilitator is felt in the e-classroom.



Excerpt 6

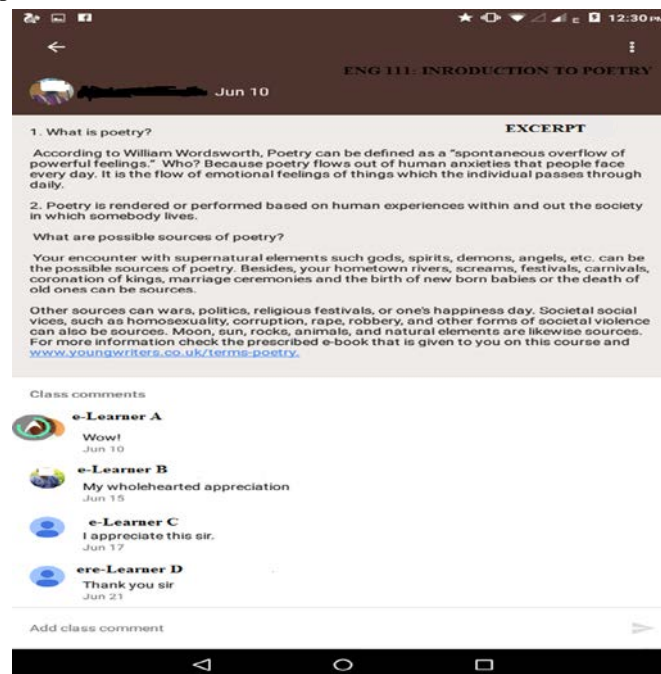
In excerpt 6 above, the e-facilitator gives a brief definition of East African Poetry for easy assimilation. He goes further to give the characteristics of East African Poetry that differentiate it from other regions of Modern African Poetry. To buttress his points, he clearly states the names of poets that were directly involved in the struggle for the all-around freedom of their people from the hands of the colonial masters who colonized them. In appreciation of this e-lecture, the e-Facilitator says:

e-Learner A (Response): Thanks sir

e-Learner B (Response): Thanks, sir. Who colonized the East Africans and what do you mean by Guerrilla warfare? Thank you, sir.

The responses of the two e-learners show that the topic is well-digested and comprehended by the e-Learners. This connotes that there is mutual interaction and intelligibility between the e-Learners and the e-Facilitator. By this, it is obvious that the presence of the e-Facilitator is felt in the e-classroom. Also, e-Learner B uses the classroom platform to ask a further question on the topic, by saying, “Thanks, sir. Who colonized the East Africans and what do you mean by Guerrilla warfare? Thank you, sir.” This means that there is a lot of room for interrogations and post-e-lecture responses or feedback. E-Learners A and B's responses to the e-Facilitator prove this. The first e-Learner, A, replies to the e-Facilitator on July 27, 2017, while the second e-learner, B, responds to the e-Facilitator on August 27, 2017. This can only be seen in an e-classroom setting.

C. Open Distance Learning Mode: A Distance Barrier Breaker and Gap-Filler in Research and Educational Development



EXCERPT 7

In excerpt 7 above, the e-Facilitator defines what poetry is, from Wordsworth's point of view. According to William Wordsworth, poetry can be defined as a "spontaneous overflow of powerful feelings." This means that poetry is unrehearsed and unpremeditated. It flows sporadically from human anxieties or emotional distortions. The e-Facilitator practically relates poetry to individual and communal experiences. These experiences include an encounter with supernatural forces, such as gods, spirits, angels, demons, etc. Besides, the e-Facilitator reveals possible sources of poetry as marriage ceremonies, religious festivals, politics, wars, and natural endowments, such as the sun, moon, rivers, rocks, animals, etc. This approach is intentionally employed by the e-Facilitator to bring poetry closer to the e-Learners' daily activities or experiences. Also, for more research and learning, he gives a website on Google Classroom to the e-Learners.

e-Facilitator: What is Poetry? Poetry...

e-Learner A (Response): Wow!

e-Learner B (Response): My wholehearted Appreciation

e-Learner C (Response): I appreciate this sir

e-Learner D (Response): Thank you, sir

The responses of the e-learners to their e-Facilitator show that there is mutual interaction and intelligibility between the e-Facilitator and the e-Learners. This means that the topic is well understood by the e-Learners. This is why they all responded with words of appreciation and surprise: "e-Learner A, Wow!; e-Learner B, My wholehearted appreciation; e-Learner C, I appreciated this sir; e-Learner D, Thank you, sir."

Furthermore, there is immediate interaction and response between the e-Facilitator (June 10) and e-Learner A (June 10) based on the date of the interaction. Also, there are post lectures responses (feedback) between the e-Facilitator (June 10) and e-Learner B (June 15), C (June 17), and e-Learner D (June 21) as shown by the dates. Post-lecture responses cannot be seen in a traditional classroom setting. It can only be seen in the e-classroom. The e-Learners are free to go to the e-classroom at any point in time to look at the classroom discussion or interaction that goes on when he or she is absent in the e-classroom. This is one of the greatest benefits of an e-classroom setting. This means that Open Distance Education is a distance barrier breaker and gap-filler in research and educational development. The presence of the e-facilitators and the e-learners is felt in the Google Classroom.

In conclusion

The paper has been able to establish how Open Distance Learning Mode serves as open access to research and educational development in the nation, Nigeria, and the global society at large. Also, it shows how it has drastically helped to produce intellectuals and human resources that are well-equipped with problem-solving orientations, critically thinking minds, and innovative skills for global relevance. Besides, the paper has helped to develop some effective models and techniques on teaching and learning styles of Open Distance Learning Mode. It also shows a clear distinction between

classroom lectures and traditional classroom settings. Open Distance Learning Mode is universal access to unlimited information and opportunities.

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