Effectiveness of an Online Classroom for Flexible Learning

Christopher DC. Francisco[1] and Marites C. Barcelona[2]

[1]Educator, Department of Education, City of Malolos, Bulacan, Philippines
christopher.francisco004@deped.gov.ph
[2]Educator, Barcelona Academy, Marilao, Bulacan

Abstract: *This study aimed at investigating the role of Eliademy as a web-based classroom in designing an alternative learning tool in times of emergencies. To achieve this aim, a qualitative interview was conducted to the selected graduate school students of La Consolacion University Philippines who had experienced three (3) consecutive trimesters of Eliademy in their courses during the academic year 2018-2019. The results revealed that students strongly agreed that Eliademy can be used as an alternative tool for teaching and learning as evidenced by their perceived advantages and disadvantages of such platform. The study found out that Eliademy is accessible, can promote time management, promptness and a challenge for the users although it requires strong internet connections and time pressured. The researcher offered three easy steps in using creating this web-based classroom, to wit: "Signing in", "Designing it", and, "Managing out". Finally, the researcher also presented other potential alternative learning tools by which teachers may utilize depending on the needs on the learners since such platforms have their own special features (e.g. CourseSites, iTunes U, LatitudeLearning, Myicourse, Schoology, ATutor, Dokeos, Moodle, etc.). It was concluded that in times of calamities, educators and other institutions may consider the utilization of Eliademy so as not to compromise classes and even in a regular routine. Doing this may promote schools' learning management system (LMS) which is required by the different accrediting agencies (e.g. PAASCU, PACUCOA, ISO).*

Keywords—online classroom, flexible learning

1. INTRODUCTION

Typical learning usually happens inside the classroom setting and having a face-to-face interactions with their teachers. But when typhoons, floods, calamites and other emergencies come in, what can teachers do so as not to compromise learning?

Singapore, Taiwan, Hongkong, Japan and other parts of Asian countries have already advanced their technological capabilities in terms of the delivering quality instructions. Web-based learning refers to the type of learning that uses the Internet as an instructional delivery tool to carry out various learning activities. It can take the form of a pure online learning in which the curriculum and learning are implemented online without face-to-face meeting between the instructor and the students, or a hybrid in which the instructor meets the students half of the time online and half of the time in the classroom, depending on the needs and requirement of the curriculum. Web-based learning can be integrated into a curriculum that turns into a full-blown course or as a supplement to traditional courses.

As a supplement to the traditional courses especially in times of emergencies, Eliademy is a virtual learning environment for course creation in universities, colleges, etc. by which educators can use this platform to create their web-based classroom to teach students online. Along with the creation of courses, they also have the option to start discussions on the courses at any point of time. Features like invitation to external members and tasks assignment allows users to easily monitor each other's learning and progress on a course. Courses having sub-topics can be easily managed and taught here while utilizing all basic features like Course description, Tasks, Discussion and invitation to external members. With extra features like adding pictures, presentations, files, YouTube & Vimeo videos users can easily create more engaging courses. This app is good for individuals and institutions that are looking to setup their own online course management system which educators can use to manage their classrooms online.

Several studies have shown that technology integration have been affecting academic excellence and the quality of the delivery instructions by the teachers. For instance, an study investigated the differences in perceptions and attitudes toward technology integration of K-12 public school teachers in rural, suburban, and urban environments [1]. The purpose was to examine the relationship between frequency of use and perception of effectiveness of web-based learning tools based upon the type of school setting. The research found teachers from urban schools trailed rural and suburban schools in usage and perception. Suburban schools indicated the highest perceptions of technology effectiveness, followed by their rural peers. Current teachers, administrators, and teacher educators may benefit from this insight to identify the most effective technologies, as well as work focus on improved use of technology, particularly in the urban classroom.

Popular researchers designed a web-based learning system using a set of scaffolding procedures and collaborative learning techniques to enhance students' creative writing in the classroom [2]. Guiding questions are meant to be suggestive of creative association to foster their creative thinking. Through peer assessment, students could learn from others' thinking methods while appreciating and criticising their writing. After the system was developed, an evaluation experiment was performed. Compared with the control group, participants who used the system to assist writing showed

significant improvements after three times trainings. Meanwhile, other study stated that the typical "flipped classroom" delivers lecture material in video format to students outside of class in order to make space for active learning in class. Interactive video vignettes incorporate evidence-based teaching strategies to address known areas of confusion for entering students [3]. Each includes a live-action scenario with undergraduates investigating a biological problem with a realistic experiment that users participate in. Through the course of each 10-20 minute video, users are required to make predictions, answer questions, collect data and draw conclusions. Branching and reflection of previous answers allows each user to have a personalized experience. Research into how students learn with these tools is being used to develop entire modules that will incorporate the IVV as a priming activity to be done as homework, along with suggested activities to be done in class that take the introduced concepts deeper and/or broader. The findings of this study indicated that using a web-based classroom was really a significant contributor of students' improvement in learning.

As a matter of fact, a study introduced an open- source, online software tool called OMAT as a teaching tool for performing economy wide- material flow analysis (EW-MFA) at urban or regional level in industrial ecology curricula [4]. To that intent, they presented a classroom and project activity that was developed for a masters- level industrial ecology course offered by the Autonomous University of Barcelona. Insights were provided with regards to the outcome of the classroom exercise as well as lessons learned from both an academic and a software development point of view. The OMAT software provided users with a specialized tool to enter and process MFA data in a simple, intuitive way. The usefulness of OMAT as a teaching tool was tested by engaging students in a classroom activity that entailed using OMAT as a tool to perform an EW- MFA applied to the Metropolitan Area of Barcelona for the years 2005- 2011. The aim of this exercise was to teach students specific skills required in performing an EW- MFA, not through theory classes, but hands- on through a learn- as-you- go approach. The exercise not only equipped the students with knowledge about MFA, but also introduced them to solving problems as a team, meeting project deadlines, and communicating effectively with colleagues from different disciplines and backgrounds. Even though there is room for further improvements, this exercise showed that OMAT provided a useful addition to traditional methods that allowed students to get a more practical and thorough understanding of the MFA methodology.

Additionally, some scholars stated that the population of students all over the world is growing without a proportionate increase in teaching/learning resources/infrastructure. There is also much quest for learning in an environment that provides equal opportunities to all learners [5]. The need to provide an equal opportunity learning environment that will

hitherto improve the system of education globally has therefore become imperative. Based on their findings, a mathematical model Web-based Virtual Classroom system (WebVCS) was developed to provide a viable medium through which sound education can be offered in tertiary institutions that can carter for varieties of learners irrespective of their abilities, dispositions and geographical locations. The system model was developed based on active learning approach that adopts blended learning theory (Constructivist-Cognivist learning approach), incorporating e-pedagogy that supports collaboration among participants in the web-based Virtual learning environment. The key objects used in creating the WebVCS model are: Courses, Students, Instructors and Learning performances. Such system model set a framework for developers of virtual classrooms and successful implementation of the model leads to students learning by interacting with their peers resulting in the construction of knowledge.

Web-based learning is generally a solitary process without teachers' on-the-spot assistance. In their study, a quasi-experiment was conducted to explore the effects of various combinations of Web-Based Cognitive Apprenticeship (WBCA) and Time Management (TM) on the development of students' computing skills. The goal of their research was to examine the effects of WBCA, TM, and their combination on undergraduates' learning, and further develop appropriate course design and online teaching methods for both teachers and schools [6]. The results showed that students who received WBCA and TM had higher grades than those without. Such findings were supported by a study as it was argued that, contact time with students was becoming more valuable and must be utilized efficiently [7]. Unfortunately, many students attend anatomy lectures and labs ill-prepared, and this limits efficiency. To address the issue, they have created an interactive mobile app designed to facilitate the acquisition and transfer of critical anatomical knowledge in veterinary students, thereby increasing classroom and laboratory preparedness. She found out that in contrast to a traditional reading assignment, utilization of such an app to introduce students to a subject area significantly enhanced the initial learning of anatomy and the transfer of that learned material to a related, but novel area. Towards the end of the article, the author proposed that students using the apps were subsequently better prepared for lecture and lab, than students using the more traditional method of reading a textbook. Exposure of students to a topic prior to lecture and laboratory, using methods that students embrace, can only lead to a more efficient and better educational experience.

Another study aimed to develop a web-based learning application as a form of learning revolution. The form of learning revolution included the provision of unlimited teaching materials, real time class organization, and is not limited by time or place [8]. The implementation of this application was in the form of hybrid learning by using Google Apps for Education (GAfE), called Brilian. Steps

being taken in the study were: (1) requirements analysis, (2) interface design, (3) construction performance, and (4) testing and implementation. As for the lecturers, the data was obtained from lecturers, most of them stated that this application helped their teaching process. From the evaluation results, it required universities to further improve the network infrastructure, and applications must be developed to be more user friendly, including access to mobile learning. Meanwhile, web-based instructions were not just about improvement of ones' performance individually. But this also help promote collaboration among students. According to a study which provided an example of how to use data collected and analyzed from a Web-based tool which they called Comprehensive Assessment of Team Member Effectiveness (CATME). Though CATME has been the subject of research regarding its impact on team effectiveness, less common is a clear description of its use for continuous improvement by instructors in the classroom. In this brief, they combine the well-known continuous improvement framework of Deming's wheel-the "plan-do-check-act" (PDCA) cycle with CATME. They also provided a template for systematic pedagogical adjustment to improve team assignments in the classroom and to ultimately impact improvement in team skills and behaviors [9].

A study explored the impact of Web-Based Learning Tools (WBLTs), also known as learning objects, in secondary school mathematics and science classrooms. Teachers rated the learning benefits, quality, and engagement value of WBLTs very high [10]. Students rated these same features moderately high. Student performance with respect to remembering, understanding, applying, and analyzing concepts increased significantly when WBLTs were used. Qualitative data suggested that a number of students reacted positively to the following qualities of WBLTs: visual supports, learning benefits, ease of use, animations, graphics, and engagement. Some students were concerned about pace (too fast), challenge level (too hard), and the quality of help features when using WBLTs. Overall, it appeared that the WBLTs used in this study had a positive impact on teacher and student attitudes, as well as student learning performance. Same study which investigated the relationship between web-based learning time and academic achievement in German [11]. The German, as tertiary language, course was lectured by traditional face-to-face method in the classroom. But the students studied outside the course the same subjects in interactive form via web page, specifically designed for this study. It is found out that there was a significant relationship between web-based learning time and academic achievement in German as a tertiary language.

An online student response systems (OSRSs) which are fast replacing classroom response systems (CRSs), also known as personal or audience response systems or "clickers" [12]. OSRSs can more easily be implemented in the classroom because they are web-based and allow students to use any browser and device to do the "clicking" required to participate. Their main attribute is their ability to motivate and engage students, enhancing or even replacing more traditional teaching methodologies. Through the example of Socrative, a web-based platform that runs on any device with a web browser and Internet access, texplains several pedagogical and administrative benefits of employing an OSRS as a teaching tool, with special reference to Japanese EFL learners. Additionally, a personalized web assisted activities for the flipped classroom model applied in the "Human and Environment" [13]. In the control group, only video lessons were used before the lesson. In the experimental group, web assisted activities were used as well as video lessons both before and during the lessons. The data analyses showed that there was a positive significant difference in favor of experimental group students. The developed material developed can be re-organized for any subject of the science class. A study also explored the effect of user and system characteristics on our proposed web-based classroom response system (CRS) by a longitudinal design. The results indicated that the effect of user characteristic on perceived usefulness is more than that of system characteristic, while the effect of system characteristic on perceived ease of use is more than that of user characteristic [14].

With these studies embarking the impact of web-based classroom on students' academic excellence and on the quality of teachers' delivery of instruction, the researcher purported to evaluate the effectiveness of Eliademy as a web-based classroom in designing an alternative learning tools in times of calamities using the students' perceptions towards its advantages and disadvantages. Specifically, this study aimed to seeks answers to the following objectives:

(1)To determine the applicability of Eliademy, a web-based classroom, as an alternative learning tool during the time of calamities by presenting students' perceptions regarding its advantages and disadvantages;

(2) To identify the different step-by-step process in creating an online internet classroom using Eliademy as a platform for teaching and learning interactions; and,

(3) To present other potential alternative delivery modes in sustaining instructions during calamities.

The findings of this study may provide information beneficial to the following individuals:

School Policy Makers. The result of this study may give a hint towards the best school policies which appreciate the importance of web-based classroom and escalate teachers-learners relationship in terms of developing a relevant system in education.

School Principals. They will be more aware that their influential decision are a crucial determinant which takes the implementation of this web-based platform towards schools' unending quest for quality education. In this sense, they will

be more careful in terms of decision making and in guiding their teachers towards a better teaching-learning tool using technology.

Teachers. This study will be of great help to teachers as regards to their essential role to their students. That in times of emergencies and calamities, no lessons might be compromised and be continued without any hindrance. In this view, they must equip themselves with technological literacy in doing their daily tasks because this may determine the quality of future leaders of the society.

Students. The study hopes to reinforce teacher-students collaboration in attaining outcome-based education (OBE) which would ultimately determine the level of achievement of the students and success of the school.

Other Researchers. This can serve as a springboard for prospective researchers in conducting studies that aim to seek knowledge and further testing of the theory to solve the gaps in the literature. The research design used could provide helpful in conceptualizing their studies.

2. METHODOLOGY

Type of Research

The qualitative research design was used in this study. In-depth individual interviews were conducted with the student-participants to explore their insights. The method was based on the phenomenology as the researcher wished to describe their perceptions and lived experiences. According to Center for Innovation in Research and Teaching of Grand Canyon University, this design is used to describe how human beings experience a certain phenomenon and attempts to set aside biases and preconceived assumptions about human experiences, feelings, and responses to a particular situation. It allows the researchers to delve into the perceptions, perspectives, understandings, and feelings of those people who have actually experienced or lived the phenomenon or situation of interest, or the so-called, "lived-experiences."

Respondents of the Study

The respondents of the study comprised 5 graduate school students who are enrolled at La Consolacion University Philippines in the City of Malolos, Bulacan. The said respondents were the ones who have already experienced being enrolled at Eliademy, a web-based classroom for three (3) consecutive Trimesters under the same graduate school professor during the academic year 2018-2019. The researcher did not go with the detailed presentations of the respondents so as to hide their identity for confidentiality purposes.

Research Questions

Semi-structured interviews were utilized in this study which allowed the researcher to gather response from the respondents flexibly. Questions were validated by the experts in the field to ensure that the needed data would be elicited. The questions were the following:
1. What is your personal perception about utilizing Eliademy to your course?
2. What are the advantages and disadvantages of using Eliademy to your course?
3. Would you recommend this web-based classroom to your colleagues and even to your students especially in times of calamities?

Data Collection Procedures

For the smooth flow of the data collection, the following procedures were carefully followed by the researcher:

1. The researcher briefed the participants about the study and informed them that participation was voluntary. They were given a choice if they wanted to be part of the study or not.
2. The tape-recording consent form was then presented to them, which asked for their permission for the interviews to be recorded.
3. The researcher wished to be transparent, and as a result, the participants were given the interview guideline. The interview guideline was firstly to help them better prepare for the interviews. Secondly, the interview guideline aided in providing information-rich answers, as the counselors had time to prepare for the interviews.
4. The participants were interviewed individually in a private and quiet room. Semi-structured, one-to-one interviews were used as in-depth information of the understanding was needed, and also to allow the researcher some degree.
5. The tape recorder was used during each interview. Making use of a tape recorder allowed the researcher to record fully and accurately what was being said rather than taking notes during the interviews of flexibility in asking questions.

Ethical Considerations

This research considered the ethical standards set by the generic research ethics. In so doing, the participants were informed about all the steps that were to be taken in this research. The participants were more important than the study, and therefore always respected. The participants were informed that the study was completely voluntary and would not affect their lives as students and as persons, even their families, in any way. Confidentiality was provided, as the participants' identifying information was not sought. The data collection material was kept and destroyed on completion of the study.

Data Analysis

The thematic content analysis was used to analyze the interview data. This analysis method comprised of five steps, namely: transcription, checking and editing, analysis and interpretation, and verification.

Step 1: Transcription. The researcher transferred tape recorded data onto paper and read it to get an idea of what the data was about.

Step 2: Checking and Editing. The data was divided into smaller related (meaningful) units. This was achieved by reading each paragraph and recording the themes that were in every paragraph. Similar themes were then grouped together to make related units.

Step 3: Analysis and Interpretation. Psychological meaning was used to interpret the themes, from Step 2. This was achieved by using the author's understanding of the themes that were presented. The psychological interpretation was then used as the facts.

Step 4: Generalization. The differences and similarities, between the different interviews were identified, allowing typologies to develop. The author summarized the units in the order that suited her, by dividing them into related paragraphs. The differences were also grouped into individual paragraphs.

Step 5: Validation. Validity of the data was checked by going through the transcripts again and allowing my colleague to read it as well- so as to validate the findings. The central theme was then obtained.

3. RESULTS AND DISCUSSIONS

This section of the research shows the results that the study found in relation to both research questions and existing knowledge following the sequence of the research objectives: (1) to determine the applicability of Eliademy, a web-based classroom, as an alternative learning tool during the time of calamities by presenting students' perceptions regarding its advantages and disadvantages; (2) to identify the different step-by-step process in creating an online internet classroom using Eliademy as a platform for teaching and learning interactions; and, (3) to present other potential alternative delivery modes in sustaining instructions during calamities.

Problem 1: What are the advantages and disadvantages of utilizing Eliademy as a web-based classroom to your course?

Advantages

Accessibility. Respondent A stated that, Eliademy is an open source which academicians and industrialist could be used as platform in the teaching-learning. As experienced in our classes Eliademy as a medium of instruction has the following advantages: It minimizes personal presence in the classroom. Meaning, a facilitator could discuss and instruct his learner without the task of going to classes on a regular basis. This platform could be accessed easily due to its feature of user-friendliness. Meanwhile, According to Respondent B, Im not that kind of fascinated at first. Though

it was a new platform to my knowledge but it was actually as ordinary as the other learning platform. Easy to access. Easy to use.

Accessibility is defined as users' ability to use products/services, but not the extent to which they can attain goals (usability). Designers should create output accommodating the needs of all potential users, be they disabled (e.g., color-blind users) or anyone facing situational barriers (e.g., being forced to multitask). While accessibility is different from usability, it has a clear impact on the user experience and should always be considered as part of a great user experience. Hence, it is important that accessibility and usability of a web-based classroom are both present in designing an alternative e-learning tool especially for the time of calamities and other emergencies.

Time management. Time management could be properly handled due to more task could be accomplished. It maximizes time. Since, Eliademy is a platform not requiring personal presence, the learner could still attend to other important matters whether personal or professional in nature. It's easy not the take online learning seriously. With regular classroom learning, learners have a specific place that they need to be at a specific time. But, learning online requires them to set aside some time on their own to study and go through the lessons. This requires discipline and a real understanding about how to wisely use their time throughout the day.

Promptness. It requires the learners to practice following scheduled submissions due to deadlines. It widens horizons with regard to teaching-learning process for this would be a platform not common to all the facilitators/instructors. Promptness is a desirable behavior in students and an expected behavior in professionals. Promptness can also be viewed as a surrogate variable of the larger concept of engagement with the course. Promptness is one of several critical skill for success in college and, more importantly, for subsequent success in the student's career. It expresses the alacrity with which students respond to assignments by accessing an assignment and submitting the completed assignment.

Challenge. It challenges both the instructor and learners with regard to usefulness. Students must be technologically oriented. This means that the students and teachers would have to go out of the box in using this web-based classroom. It is an advantage for them to challenge and equip themselves with the 21st century skills (ICT) of the educational system of the present time.

Disadvantages

On the other hand, also based on experience this platform has disadvantages:

Requires Strong Internet Connection. It requires strong internet network. Unluckily not all areas in the country are

given the opportunity of having the privilege of good internet network. Much of the literature on web based learning shows that one of the main barriers to the effective use of teaching materials is the technology (for example, poor access, slow downloading) rather than the design of the learning materials themselves. Some of these issues are discussed in the article, but it is vital that teachers take on expert help with technical issues in the planning, design, and delivery of web based learning programmes. Doing this can improve learning and are often more enjoyable and meaningful for learners [15].

Time Pressured. Learners and instructors should be abreast of the punctuality because there are deadlines wherein once the system closes you cannot submit the necessary documents. This web-based classroom can actually be designed into two options: one is self-paced and the other is time-driven. If a professor chose the self-paced instruction, this means that the students may have ample time to finish the course at their own pace, depending on their convenience. This is helpful for busy people but a disadvantage for lazy ones. However, for the time-driven design, professors may set deadlines on a certain assignment or tasks to the students. This means that the students need to be punctual at all times because the system automatically closes for late submissions unless otherwise permitted by the professors.

Problem 2: What are the different step-by-step process in creating an online internet classroom using Eliademy as a platform for teaching and learning interactions?

Getting started with Eliademy is simple. Users may follow these three steps: "Signing in", "Designing it", and, "Managing out".

Step 1. Signing in. Users can easily create their account by signup with a social network account like Facebook, LinkedIn or Gmail or by sign up with their Email.

Step 2: Designing it. After signing in users can easily create a course and add resources to it. Each course can be assigned to a variety of categories for better sorting and usage. Starting a discussion on a course or topic is easy and by adding tasks to a course or topic, users can easily manage other users' work and learning.

Users can also add participants by email or by sharing a link on Facebook or Twitter. For notes, Eliademy allows users to sync with their Evernote account so that they can use their notes in the courses.

Step 3: Managing it. Eliademy is a free online classroom that allows educators and students to create, share and manage online courses with real-time discussions and task management.

Problem 3: What are the other potential alternative delivery modes in sustaining instructions during calamities?

There are other web-based classrooms wherein teachers and learners can interact with besides Eliademy. As such,

teachers may choose depending on the needs on the learners because these platforms have their own specialties. These are open and free of use.

CourseSites: Analytical insights to boost learner engagement and academic performance. CourseSites (Blackboard for Business) is a cloud-based virtual learning and course management tool. It offers deployment options of managed hosting, self-hosting, or software-as-a-service (SaaS). The solution helps users create, administer, track, and deliver digital content online. Users can access online courses, upload assignments, and interact with classmates and instructors. The CourseSites modules consist of files for presentations, course handouts, teaching and learning exams (TLE), and discussion boards.

iTunes U: Deploy training courses through mobile. iTunes U is an eLearning platform that supports course authoring, homework and assignment distribution, integrated grading, and course forums. The content library has courses for businesses as well as schools. Instructors can create courses as PDFs or presentations using images, videos, etc. iTunes U lets you work with in-app worksheets and complete lessons.

LatitudeLearning: Reporting helps measure the success of training programs. LatitudeLearning is a cloud-based LMS tool for the administration and documentation of online courses, eLearning programs, and training content. It works well for corporate training and B2B programs. The tool can be deployed as SaaS or over the cloud. LatitudeLearning's features include certification, tracking, reporting of training programs, and integration with Webex and GoToMeeting.

Myicourse: Continuing education for professionals. Myicourse is a cloud-based course creation and distribution solution for instructors that can be used in continuing education or for business training. The tool lets users create online "colleges" that house multiple courses. If you want to make your courses public, you can create and run them for free. But if you'd prefer to keep your courses private, the software is free for up to 100 students.

Schoology: Course management on multiple devices. Schoology is a freemium web-based LMS that hosts eLearning content such as courses, training, and programs. It allows instructors to build reports on learners' performance based on course completion. Schoology offers learning options for schools and businesses. The basic package is free for educational institutions. It allows upgrading to an enterprise package if you need specialized support or integration with a student information system (SIS).

ATutor: LMS for blind and visually impaired people. ATutor is a web-based LMS that offers online course management and content authoring to create learning courses.The authoring tool includes a web service that evaluates the accessibility of authored content against international standards such as the American Society for Training and Development (ASTD).

Dokeos: Compliance training for pharmaceutical industry. Dokeos is an open source LMS tool for pharmaceutical and healthcare businesses. It offers features such as course authoring, progress tracking, reporting, and certification management.The tool allows instructors to create quizzes or tests using 2D and 3D graphics. Dokeos's unique feature is Oogie Rapid Learning, which automatically transcribes Microsoft Word and PowerPoint presentations into Dokeos slides.The solution has compliance training programs to help businesses abide by norms such as Health Insurance Portability and Accountability Act (HIPAA) and Occupational Health and Safety Act (OSHA).

Moodle: Drag-and-drop feature to customize courses. Moodle is a free and open source platform that lets users create customized courses. It offers tools to manage virtual classrooms, generate certificates, and measure the success of training programs via analytics. Moodle's social learning functionality allows learners and instructors to send direct messages to each other on course forums. In addition, it has mobile-friendly themes, support for third-party plugins (such as Office 365), OneNote integration, and the ability to sell courses via PayPal.

Source: https://blog.capterra.com/top-8-freeopen-source-lmss/

CONCLUSION

Based from the findings of the study, the researcher hereby offers the following conclusions:

1.Eliademy as a web-based classroom is indeed one of the best possible alternative tools and a good avenue for teaching and learning by which teachers and learners can continue their lessons even in times of calamities. This was evident by the lived experiences of the respondents. The study found out that Eliademy was accessible, can promote time management, promptness and a challenge for the users. Although, it requires strong internet connections and time pressured.

2.Getting started with Eliademy is simple. Teachers may follow these three steps: "Signing in", "Designing it", and, "Managing out". The first step requires social media accounts. The second step is about designing the classroom which includes uploading of discussions, tasks, assignments, and assessments. The third and last sustains the quality of such classroom.

3.There are other web-based classrooms wherein teachers and learners can interact with besides Eliademy. Teachers may choose other tools depending on the needs on the learners because these platforms have their own specialties. These are open and free of use (e.g. CourseSites, iTunes U, LatitudeLearning, Myicourse, Schoology, ATutor, Dokeos, Moodle, etc.)

RECOMMENDATION

Based from the conclusions of the study, the following are hereby recommended:

1.The graduate school professors of La Consolacion University Philippines and other institutions may consider the utilization of Eliademy as a web-based classroom for their class not just during calamities but even as a regular routine. Doing this may also promote learning management system (LMS) which is required by the different accrediting agencies (e.g. PAASCU, PACUCOA, ISO).

2.Teachers may further maximize Eliademy through its premium subscription wherein learners and teachers may enjoy live conferences through videos and chats. Each instructor with a premium subscription can create confidential courses. Such courses are not visible on the Internet and available exclusively to users. It is a great tool to share know how confidentially with partners, customers or students.

3.Maximizing these web-based platforms may really improve the quality of education. Teachers and students may conduct seminars and training to learn and share these internet classrooms to others for their own perusals.

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