

SURVEY OF UNDERGRADUATES' PERCEPTION OF CLASS-MARKER FOR LEARNING IN ILORIN

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Abstract

The study determined the perception of undergraduates' use of class-maker for learning as educational technology applications for learning abound. The study adopted a descriptive survey research design to evaluate undergraduates' perception of the use of class-marker for learning in a public university in Ilorin, Kwara State. The population for the study comprised all the 400-level undergraduates in the 2019/2020 academic session in the department of educational technology, University of Ilorin. The sample for the study was all 238 students. The class was created by the researchers via: www.classmarker.com and titled 123undergraduate. The instrument for data collection was developed by the researchers titled: "Survey of Class-Marker for Learning (SC-ML)". Cronbach Alpha was employed to determine the internal consistency of the instrument which yielded $r=0.89$. The instrument was cropped into a link using google form and the link was sent to the respondents via the class WhatsApp group chat. A total of 233 students which represented 98% responded to the instrument. Data collected were analyzed using frequency counts, percentages, and a mean set value of 2.50 to answer the research questions. Findings showed that class marker was perceived as easy to use, efficient and gender-friendly amongst others. It was recommended that class markers be integrated into educational technology for learning.

Keywords: Class-marker, Learning, Undergraduates' Perception, and gender

Introduction

Learning is an educational activity that results from the teaching or impartation of knowledge. Teaching is a process that involves someone who has information, knowledge or skills who is ready and willing to pass it and the learner or student must be ready to pay the price of paying attention or attending classes and some other exercises that may be required. Both the actions of teaching and learning are directed at achieving a particular or stated objective for the learner(s) to achieve at the end of the process. Teaching and learning involve two groups of a person(s). One to teach and the other to receive. In the era of technology, teaching and learning can take place in either face-to-face classroom experience, online and or a combination of both, otherwise known as blended learning (Otaru, 2015). Whichever that is adopted, the purpose remains that some objectives are to be achieved in the process.

Before the advent of information and communication technology, teaching and learning was purely conducted on 'face-to-face basis. This implies that the teacher and the learners must have physical contact for teaching and learning to take place. Teaching and Teaching have some peculiar characteristics of engendering effective communication and interaction between the teacher and the students and among the learners in face-to-face teaching and learning usually conducted in a classroom-like manner (Irving, 2015). Teaching and learning are dominated by two-way communication. Teaching and learning which was strictly conducted based on face-to-face are not carried out with or without the teacher and the learners seeing or knowing themselves. Information and Communication Technology (ICT) tools have aided the easy conduct of teaching and learning. The bottleneck created by face to face has been eroded by ICT tools of different types. Distance and time are no longer barriers in teaching and learning (Ishaq, Zin, Rosdi, Abid, and Ijaz 2020).

Researchers have tried to unravel the great changes that information and communication technology (ICT) has impacted educational activities. The emergence of ICT in education has improved the hitherto challenges of space and time. With the use of ICT tools, teachers and students do not necessarily need to meet face-to-face before teaching and learning can take place. Time is no longer an issue, both teachers and students can schedule the time at their convenience, the teacher can carry out the exercise of teaching without the presence of the students, the teaching can be passed on to the students to either listen or watch at their convenient time. It could be recorded by the teacher and played by the student at their convenient time (Ishola, 2019).

Among the ICT tools are the online applications that can be used by both the teacher and the students for teaching and learning. They are known as online applications, because to be able to access and put into use, one must go online. In this method, the teaching exercise is not usually recorded. It could be real-time activity by having the teacher at one end and the students at the other end at the same time. These applications provide opportunities for both teachers and learners to also conduct their activities at their convenience. The applications include but are not limited to Kahoot, quizalize, quizzes, edulastic, socrative, goclass, Flipgrid and Animoto.

Some of them like flipgrid, class-marker and Animoto are online apps that combine video. They allow students to pass information to the recipient through voice and video for about 30 seconds after the class has been created and other members of the class registered and given their password. Others like Kahoot! quizalize, quizzes, edulastic, class-marker among others do not require videos or audio. Classes are created by the teachers and students are invited by distribution the link to join the class. Individual students join the class using their personal information as required.

Course materials are sent for students to study, and other instructions are passed to them via the platform. Assessment of what the students have learnt can also be conducted and result obtained. Questions and answers can be inputted into the online applications. Some lessons have been pre-loaded with questions. The teacher only needs to select a topic of interest the questions in the item bank would display as applicable to the topics. Answers are also pre-loaded. The teacher if not interested in any of the pre-loaded topics can upload materials of interest and the answers to the questions. These online applications have the capabilities of scoring and grading students' performance. Katkukah and Okoyefi (2018) saw online learning as the educational process which involves teaching and learning that is carried out by a teacher that is separated from the learners, where nearly all the activities are communication between the teacher and the learners through an artificial medium, especially electronic. When online learning applications are used, it gives engenders learning to be learner-paced, learners-paced and is usually piloted using the services provided by the network for open communication among the teachers and the students. This removes the bottleneck created by face-to-face classroom interaction.

The Class-marker application is one of the online learning applications which is similar to Kahoot!, socrative, edulastic, quizzes and quizalize among others and belongs to the class of gamification applications family, they are designed for online teaching and learning and can also be used for the conduct of formative assessment in the course of teaching and learning. Class-marker is a unique online application and has the following features and benefits: free, can be personalized, collaborative in nature, has multimedia competencies, it is user friendly, works with google classroom and item bank and is customizable among others.

Class-marker has different features of questioning; it makes the application fit for different areas of study in education. Such questions multiple-choice responses, true or false responses, short answers, matching objects with words, and essays among others. The questions can take the form of text, file, audio and video among others. An option exists where correct answers can be signified There are also essay questions and free texts that can be manually corrected. This helps enable one to do away with answers that are not correct as wrong spellings that could result in wrong answers to questions are automatically corrected (Jaber, et al., 2016).

Having difficulty in reading from the formative application boards, difficulty in selecting the options and electricity outage. However, CETIN (2018) found and reported no challenges on the use of Kahoot! is an online tool for teaching and learning as perceived by the students/respondents. Likewise, Onasanya, Otemuyiwa and Onasanya, (2019) reported no challenges using quizalize application for teaching and learning. The ways and manner by which students perceived an online educational application will stimulate their interest, either negatively or positively. Their perception about the utilization of Class-marker application in terms of the ease of use, its efficiency and cost-effectiveness. Challenges that may be encountered in the use of the online application can affect the students' perception of the applications. Samuel, Onasanya & Olumorin (2018) reported that university lecturers had a positive perception of the ease of use, competence, and effectiveness of mobile technologies for delivering educational content to students.

Students' perceptions have been viewed based on gender as it relates to the use of online applications for teaching and learning. Onasanya, Shehu, Oduwaiye & Shehu (2010), Kehinde & Salami (2018), Utoware & Agbonaye (2018), Ebele, Onokpaunu & Ikonmwan (2018) Olayinka & Joshua (2018) have variously conducted research and found that gender did not significantly affect the perception held by the students. Both

male and female students had a positive perception about the online. Conversely, Usman, Orji & Sule (2018) reported a significant difference between male and female students in their perception of online applications for teaching and learning. Similarly, Samuel, Onasanya & Olumorin (2018) report that university lecturers had a positive perception of the usefulness, ease of use, and adequacy of mobile technologies by Nigerian university lecturers.

Statement of the Problem

Learning can be referred to as the twin of teaching or lecturing in any institution of learning. The art of teaching and learning has been that which brings together the teacher or lecturer and the students or learners. By the emergence of information and communication technology (ICT) into education, activities of teaching and learning assumed a new dimension of not necessarily bringing the teacher or lecturer to face-to-face encounter for learning to take place. A class marker is an educational application that requires being connected online for its users to carry out teaching and learning at both the teacher or lecturers' convenience and that of the students. This study is therefore designed to seek undergraduates' perception of the ease of use of class-marker, its effectiveness, cost effect and the interactive effect of gender on the ease of use.

Research Questions

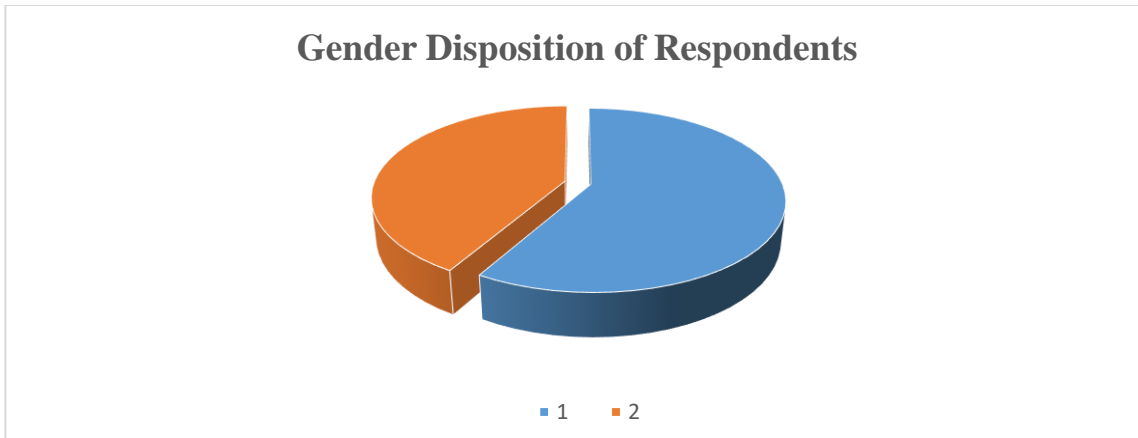
1. What is the undergraduates' perception of the ease of use of class-marker application for learning?
2. What is the undergraduates' perception of the effectiveness of class-marker application for learning?
3. What is the cost-effectiveness of class-marker application for learning as perceived by the undergraduates?

Research Hypothesis

H₀₁: The undergraduates of the educational technology department, university of Ilorin's perception will not differ significantly on the ease of use of class-marker for learning based on gender.

Methodology

The study adopted a descriptive survey research design to evaluate undergraduates' perception of the class-marker for learning in the department of educational technology, university in Ilorin, Kwara State. The population for the study comprised all the 400-level undergraduates in the 2019/2020 academic session in the department of educational technology of the University. The sample for the study was all 238 undergraduates. A class was created by the researchers via: www.classmarker.com and titled 123undergraduates. The instrument for data collection was developed by the researchers titled: "Survey of Class-Marker for Learning (SC-ML)". The undergraduates were invited to join the class by sending the cropped link via the group WhatsApp. The undergraduates accessed and joined the class through the invitation by logging into the class marker. The face and content validation of the instrument was done by three (3) doctoral students of the Department. Likert scale rating was adopted for the instrument: Thus, 4 points = Strongly Agreed (SA); 3 points = Agree (A); 2 points = Disagree (D); 1 point = Strong Disagreed (SD). The pilot study was conducted on 30 undergraduates of 300-level. Cronbach Alpha was employed to determine the reliability coefficient which yielded $r=0.87$. A total of 233 undergraduates presented 98% of the sample for the study. Frequency counts, percentages, a mean set value of 2.50 to answer the research questions while inferential statistics were involved in the analysis of the only hypothesis in the study.



Results

Research Question 1: What is the undergraduates’ perception on the ease of use of class-marker application for learning in educational technology, university of Ilorin?

Table 1:

Undergraduates’ Perception on the Ease of Use of Class-marker application for Learning in the educational technology department, university of Ilorin

S/N	Items	Mean	StD
1	Class-marker application is flexible to interact with in my course	3.64	.62
2	Accessing Class-marker application is without stress	3.58	.66
3	It is easy to use the Class-marker application for achieving my course objectives	3.35	.69
4	The use of Class-marker application simple	3.51	.94
5	There is no limit in accessing Class-marker application	3.71	.62
6	Accessing Class-marker is not limited to a particular location	3.69	.83
7	Class marker application is user friendly	3.43	.83
8	Using Class-marker application improves my performance	3.66	.85
9	I can use Class-marker application without consultation	3.48	.88
10	The various functions in the Class-marker application are easy to use	3.32	.92

The data analysed as shown in Table 1 revealed that all ten items have a mean above the mean value set at 2.50. The highest and lowest mean scores in the table are items 5 and 10 with 3.71 and 3.32 respectively.

Research Question 2: What is the undergraduates’ perception of the efficiency of Class- marker application for learning in the educational technology department, university of Ilorin?

Table 2:

Efficiency of Class-marker application for learning as perceived by Undergraduates of educational technology, university of Ilorin

S/N	Items	Mean	StD
1	Class-marker application assist learners with immediate feedback	3.43	.59
2	Teachers can easily pass information to student’s data via Class-marker application	3.34	.67
3	Teachers easily monitor students’ performance in Class- marker application	3.42	.79
4	Students’ responses can be displayed via Class-marker application	3.57	.60
5	Questions and responses can be saved using Class-marker application	3.47	.64
6	Assessment can be on student’s responses later	3.55	.81
7	Class-marker prompts incorrect responses submitted.	3.69	.64
8	Correct answers are displayed in Class-marker	3.72	.67
9	There is confidentiality in class-marker	3.77	.73
10	Error free-scoring is enabled with the Class-marker application	2.98	.87

The data analysed as shown in Table 1 revealed that all ten items have a mean above the mean value set at 2.50. The highest and lowest mean scores in the table are items 9 and 10 with 3.71 and 2.98 respectively.

Research Question 3: What is the cost-effect of class-marker application for learning as perceived by the undergraduates of educational technology, university of Ilorin?

Table 3:
Undergraduates' Perception on the Cost-Effectiveness of Class-marker for Learning in the department of educational technology, university of Ilorin

S/N	Items	Mean	StD
1	Using Class-marker application for learning is cheap	3.22	.67
2	Class-marker application for learning does not entails much money	3.27	.66
3	Class-marker application for learning is free online	3.29	.70
4	Using Class-marker application for learning does not require payment	3.92	.71
5	As an undergraduate, I do not need to spend my pocket money accessing Class-marker applications for learnings	3.54	.62
6	I think Class marker application improves my learning habit	3.42	.68
7	Class-marker application for learning is cost-effective	3.38	.63
8	I like using the Class marker application in my study	3.44	.73
9	I always look forward to classes that employ the use of Class-marker application	3.47	.81
10	Class-marker application makes learning more lively and cheap than the face-to-face method	3.21	.79

Mean Value Set @ 2.50

The data analysed as shown in Table 3 showed that all ten items have their mean score above the mean value set of 2.50. The highest and lowest mean scores in the table are items 3 and 10 with 3.92 and 3/21 respectively.

H₀₁: The undergraduates of the educational technology department, university of Ilorin's perception will not differ significantly on the ease of use of class-marker for learning based on gender.

Table 4: T-test Analysis of Male and Female Undergraduates' Perception on the Ease of Use of Class-marker for Learning in the educational technology department, university of Ilorin

Gender	N	Mean	StD	Df	t-cal	P-value (2-tailed)	Decision
Male	139	12.35	2.17	236	-2.45	0.15	Accepted
Female	99	13.16	1.92				

Table 4 reveals the analysis t-test analysis thus: t(-2.45) at df=236 and P-value .015. Since P-value is greater than 0.05, the null hypotheses are hereby not rejected. Therefore, there is no significant difference in the perception of males and undergraduates on the ease of use of class-marker for learning.

Discussion of Findings

The result as shown in Table1 revealed that most of the undergraduates' perceived class-marker applications as easy to use for learning. The perception of the respondents is positive. This report made by CETIN (2018) in which it is indicated the Kahoot! as an online application was perceived to be easy to use by the students. In the same vein, this finding also agrees with the report earlier submitted by Onasanya, Otemuyiwa and Onasanya, (2019) that undergraduates in Ilorin had a positive perception towards the ease of use of quizzalze application for learning. The analysed data in Table 2 showed that undergraduates agreed to the efficiency of Class- marker application for learning. The finding is in concomitance with an earlier finding reported by Ramsey & Duffy, 2016 that technological applications can appeal to learners, participants noted that the use of plickers as an online application is similar to Class-marker, which creates fun and excitement which also aid the learning process. Similarly, the report by Ismail, Abdulghani, & Hala, 2018 that the use of plickers like the Class marker application is efficient and improves students' learning and in turn leads to creating an effective learning environment and provides individual students with feedback.

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Data analyzed in Table 3 connotes that the respondents see class-marker as cost-effective. Class-marker application is a free online application that is easily accessed via the net. The finding agrees with Onasanya, Otemuyiwa and Onasanya (2019) that quizalize application as an online application is free online and it is cost-effective to use for learning.

Conclusion

Class-marker application as an online tool for learning is easy to use, effective and cost-effective. The study has also shown that the application is gender friendly as no significant difference was found between the male and female undergraduates' preposes. The application is easy to use, efficient, cost-effective, gender-friendly and the undergraduates have a positive perception of the application.

Recommendations

Based on the findings of this study, the following recommendation was made:

1. That Class-Marker application is integrated into the learning processes for the undergraduates' learning.
2. Heads of other departments especially in the faculty of education of the university should consider the integration of class-marker for learning in their departments.
3. The use of a class-marker should be sustained in the department of educational technology at the University of Ilorin.

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