

News & Comments

Analysis of University Students' Learning Status with the Use of ICT in the Classroom

Tom Sebastian

Universities now recognize the need to modernize their instructional strategies and provide a population-centred education. This upgrade was primarily motivated by the lessons learned from the coronavirus pandemic. Based on these experiences, universities now view ICT use as an inherent part of the educational process, requiring support from the technical, administrative, academic, and student fields to ensure its smooth operation. According to several studies, the use of ICT in the classroom should give students an exciting experience where learning is ensured using methods and equipment matched to the modern challenges of society.

The suggested approach for analysing academic data included several steps to build a scalable procedure that permitted continuous evaluation and feedback. The flowchart for the suggested method is shown in Figure 1. There were two parts to this: the first oversaw assessing the reliability of surveys, and the second oversaw analysing educational data to determine the degree of learning in each group of pupils. The technologies employed for the survey have an impact on the data gathering. In numerous investigations, this collecting is carried out physically, including through a process of digitization.

The approach was used in a case study to present the findings and ascertain how the students felt about the usage of ICT in their learning environment. To do this, a survey was created, and the responses were examined to ascertain the instrument's reliability and the incidence value of each query in relation to the research topic. The university that took part in the study and is a component of Ecuador's higher education system defined the population.

In using the suggested approach, several outcomes have been attained that were anticipated as improvements in learning with the use of ICT in the classroom. However, this outcome was constrained by the survey responses, where a large percentage of students indicated that they were unsure how to use these tools. Fewer still analyse each question to determine the frequency of respondents to a research phenomenon. The proposed data analysis is connected to works that have developed models for data analysis to evaluate the efficacy of ICT use in education during COVID-19 [43,44]. However, our suggestion considers an analysis where three settings are present between 2019 and 2022.

According to the results, some information can be quickly identified without the need for a laborious process. However, the objective of this investigation is to identify trends in students' effectiveness and



learning over a four-year period. The circumstance that influenced our work was this. The distinction between efficacy and learning was found during the analysis.

Source: [information](#)

KEYWORDS

Analysis of data, e-learning, ICT in the classroom

