

Technicality factors in an online learning: a case study from students' perception

ABSTRACT

This paper reports the results of a study concerning of Malaysian undergraduate science physics students' and pre-service science teachers' perceptions of learning through online learning. Specifically, it required to ascertain whether students had positive perceptions of the new teaching and learning medium. 102 students were involved in this study which consists of 61 students from the School of Science and Technology (SST, science student) and 41 students from the School of Education and Social Development (SESD, pre-service science teachers). Both programmes were offered in University Malaysia Sabah. The students then followed all learning activities for sixteen weeks through online. The online learning environment (i.e., learning management system, LMS) was used as the main medium to carry the full learning process throughout the second semester of 2008/2009 academic year. Data gathered from an established open-ended questionnaire that administered after they completed with the learning activities at the end of the semester. Students' perceptions after experiencing the online learning were analysed into three main themes: how students were able to access course material; time management; and technical issues encountered when learning use of computers. Generally, though the results yield that students perception were vary but it has shown clearly that technicality support is very important in order to ensure the online learning works effectively.