

Creating Asynchronous Learning Environments: Integration between Camtasia, Youtube, and Google Classroom

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Abstract. The pandemic of Covid 19 forced the teaching and learning process to run online as face-to-face meetings are currently still prohibited. This study aims to examine the learners' perception of synchronous learning they have experienced and asynchronous learning by applying three applications namely Camtasia Video Maker, Youtube, and Google Classroom. This research employed a mixed-method by integrating an online survey using Google form and qualitative justification of the learners' response. The research subjects were 52 students from Intermediate English Grammar Class, English Literature Department, Universitas Ngudi Waluyo. The results show that the majority of students positively respond to the implementation of asynchronous learning by applying those three applications. The most significant and fruitful advantage is the flexibility of access and time.

Keywords : English teaching, Covid 19 pandemic, asynchronous learning, Camtasia, Youtube, Google Classroom

1 Introduction

The pandemic of Covid-19 has made quite an impact on the teaching and learning process at educational institutions such as schools, non-formal education, as well as universities. Face-to-face meetings between teachers and students are currently prohibited to decrease the number of Covid-19 sufferers in Indonesia. As stated by Sama, Bahri, & Budiyo (2020), the Ministry of Education and Culture decided to close schools and universities in March 2020. This circumstance has led the teachers to employ both synchronous and asynchronous online learning.

Synchronous online learning is one of the best ways to establish effective interaction between teachers and students. Furthermore, Synchronous learning environments are able to provide real-time interaction which can be collaborative in nature incorporating e-tivities such as instructor's lecture with a facility of question-answer session (Salmon, 2013). It, however, can only be conducted when both teachers and students have adequate supporting media and mutual time availability to be directly connected online. A synchronous session requires a simultaneous teacher-student presence (Perveen, 2016). Such condition is sometimes quite hard to achieve since the teachers and students face various situations and experience different conditions.

The most crucial problems faced by the students from English Literature Department, Universitas Ngudi Waluyo, are dealt with the availability of supporting media such as internet connections and balance, laptop or computer, and electricity. The other influential thing is the time availability.

Several students experience bad internet connections in their hometown as the internet signal is considered very weak. It forces them to find areas where they can get good internet connections to access the internet. The areas can be more than ten kilometers in distance. It, willy-nilly, makes them unable to access the internet at any time they need.

The other students experience a lack of supporting media such as laptops or computers. Some students do not own their laptops or computers so that they have to borrow them from their brothers, sisters, or even their neighbors. For sure, it also makes them unable to access the internet whenever they need it.

Some students also come across obstacles dealing with electricity. When face-to-face meetings are prohibited at the campus, willy-nilly the students have to go home to avoid the pandemic and save living costs. Unfortunately, some students live in quite isolated areas so that the electricity frequently goes off. It consistently hinders the online teaching and learning process as the power of electronic media such as handphones and laptops is from electricity.

Several reasons above lead to a notion that asynchronous learning is still needed amid advancing synchronous learning supported by several popular platforms such as Zoom, Google Meet, and other online platforms. This is because asynchronous learning requires both teachers and students to be connected online at the same time whereas not all of the students are available within the time due to the mentioned above obstacles. Furthermore, Perveen (2016) argued that asynchronous environments are not time-bound and students can work on e-tivities at their own pace. Hence, asynchronous learning is the alternative to provide more chances and time for students to access the teaching materials and be exposed to the teaching and learning processes.

Research conducted by Swan (2001) investigates learners' satisfaction and how they perceived learning in an asynchronous mode. She revealed that the clarity of learning design, learner's interaction with instructors, and active discussion among course participants are the key factors of students' satisfaction and perceived learning.

This study proposes an alternative in conducting asynchronous learning by integrating Camtasia, Youtube, and Google Classroom. Asynchronous learning is the bridge to connect instructors and learners when simultaneous online presence cannot be achieved. Asynchronous learning has become the most adopted method for online education (Parsad & Lewis, 2008) since learners are not time-bound and can respond at their leisure and availability. This method is somehow very appropriate because the learners' availability to be connected online simultaneously like what synchronous learning requires depends not only on time but also other supporting factors such as internet connections, electronic media, even the most crucial thing, electricity.

This notion is supported by Hrastinski (2008) stating that the asynchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of its

flexible modus operandi. Additionally, asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles, and PowerPoint presentations (Perveen, 2016).

The opportunity of delayed response allows the learners to employ their higher-order learning skills because they can keep thinking about the problem for a longer period and they may develop so-called divergent thinking. The spontaneous expression like what learners do in synchronous learning is replaced by a constructed response. Therefore, asynchronous space leads to self-paced, independent, student-centered learning (Murphy, Rodríguez-Manzanares & Barbour, 2011). It results in the students' ability to scaffold previous knowledge with new concepts (Lin, Hong, & Lawrenz, 2012). Furthermore, less reliance on memory and notes and more opportunity for discussions with peers groups help build critical thinking and deep learning (Huang & Hsiao, 2012)

Camtasia is one of the most useful applications to record the screen of our computer. This application enables us to record both the audio and visuals on our laptop screen. Therefore, instructors can directly record their presentation and their oral explanation at the same time. Additionally, it is software that allows instructors to produce interactive learning videos that can be published and accessed by learners through e-learning (Nuari & Ardi, 2014). Here is the figure showing the use of Camtasia Application.

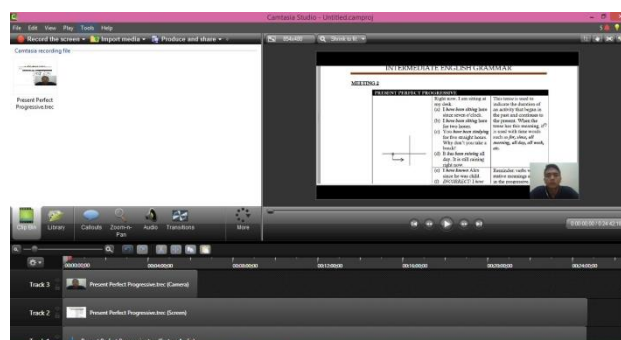


Figure 1. Camtasia Application used to record the oral and visual presentation

After going through the production process, the videos are then uploaded to the teachers' Youtube channels. The use of Youtube in online learning has been consistently investigated by researchers. Almurashi (2018) concluded that Youtube could be a good material to incorporate English lessons and also can help understand the lessons. Youtube as one of the most popular video-sharing applications provides various types of useful features such as unlimited access and storage, views, likes, comments, live chats, and so on. Unlimited access enables the students to watch the uploaded videos at any time they are available. Additionally, unlimited storage enables the teachers to upload unlimited size of videos. The number of views, likes, and comments can also be directly seen below the videos.

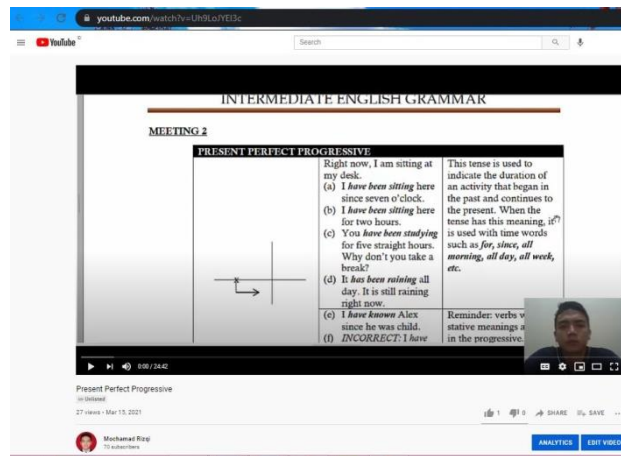


Figure 2. The example of uploaded teaching video in Youtube.

The third application is Google Classroom. It has become a popular online learning application since it was launched by Google in May 2014. It is used as the media to manage a virtual classroom started from creating a class, posting materials and assignments, submitting the assignment, and class discussions. Google Classroom offers various advantages such as stated by Janzen (2014) in Iftakhar (2016) as follows:

1. Easy to use
 "Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications." (Janzen, M. 2014).
2. Saves time
 "It integrates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined." (Iftakhar, 2016).
3. Cloud-based
 Google Classroom presents more professional and authentic technology to use in the learning environment as Google apps represent "a significant portion of cloud-based enterprise communications tools used throughout the professional workforce." (Janzen, 2014) in (Iftakhar, 2016).
4. Flexible
 "This app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environment. This enables educators to explore and influence "flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus." (Janzen, 2014) in (Iftakhar, 2016).
5. Free
 "Google Classroom itself is not necessarily available to learners without access to an educational institution. But anyone can access all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc. simply by signing up for a Google account." (Iftakhar, 2016).
6. Mobile friendly

“Google Classroom is designed to be responsive. It is easy to use on any mobile device. “Mobile access to learning materials that are attractive and easy to interact with is critical in today’s web-connected learning environments.” (Janzen, 2014) in (Iftakhar, 2016).

All benefits of using Google Classroom can enhance the learners’ online teaching and learning process. They are especially aimed to solve the learners’ problems such as limited time and connection to the internet because it can be accessed anytime the students are able, lack of supporting tools like a laptop because it can be accessed via smartphones. Furthermore, it is free of charge so that the learners and teachers are not required to pay any cost.

In porting materials in the form of Youtube videos, teachers are only required to input the link of the videos. Here is an example of the materials in Google classroom integrating Youtube videos.

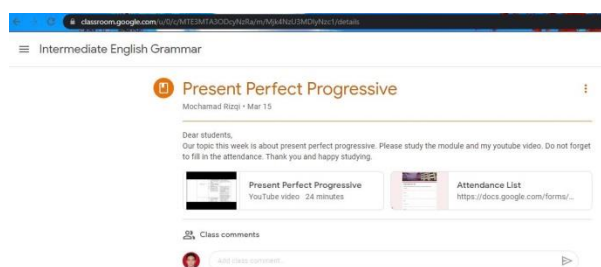


Figure 3. A material in Google classroom integrating Youtube video

2 Methodology

This study employed a mixed-method through integrating survey which provides quantification equipped with the qualitative justification of the learners’ response. As the pandemic situation is still occurring in Indonesia and the students are still staying at their homes to avoid the pandemic, the online survey questionnaire was chosen as the best way to collect the learners’ perceptions in experiencing the asynchronous teaching and learning process using Camtasia, Youtube, and Google Classroom.

The subjects were 52 students of the English Literature Department taking the Intermediate English Grammar Course. This course is randomly taken as the sample among ten courses in the fourth semester. The research subjects consist of 38 female students and 14 male students.

3 Findings and Discussion

The results of the online survey show that the students positively respond to the application of Camtasia, Youtube, and Google Classroom in online learning. It can be seen in

Figures 1 and 2 below that almost all students answer “yes”. It means that they have found the usefulness of the three applications within the teaching and learning process. The following are the pie diagrams showing the percentage of the students’ answers.

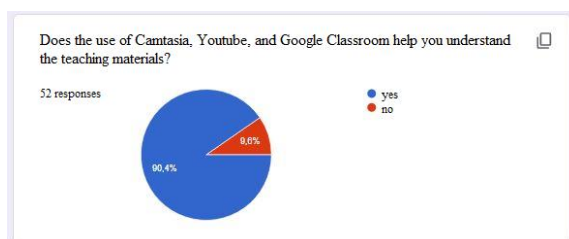


Figure 1. The percentage of the students’ answers to the first question.

The first question asked the students whether or not the integrated use of Camtasia, Youtube, and Google Classroom help the process of teaching and learning process. The results revealed that more than 90% of the students feel that the integration is helpful to understand the teaching materials.

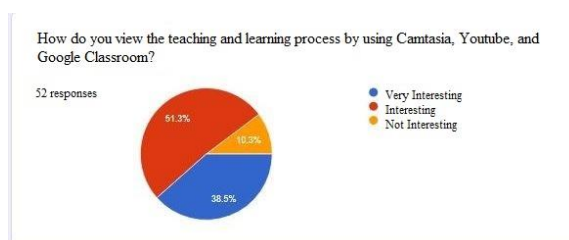


Figure 2. The percentage of the students’ answers to the third question.

The second question revealed the level of students’ interest in joining the class. Only a few students viewed the class as a not interesting class. Almost all students viewed the class as an interesting and very interesting class.

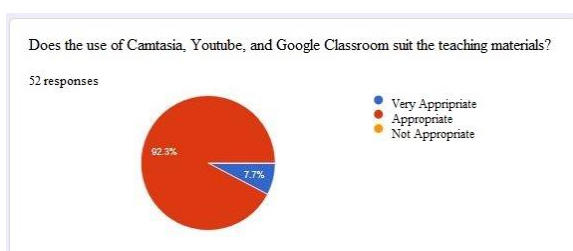


Figure 3. The percentage of the students’ answers to the third question.

The appropriateness of the teaching and learning media is assessed in the third question. The entire students agreed that the media is appropriate with the teaching and learning materials.

3.1. The Learners' Perception of Synchronous Learning

The next question given to the learners is dealt with what they experience when attending a course using synchronous learning. Most lecturers used video conference meetings such as Zoom and Google Meet. However, some hindering problems frequently appear during the class. The most frequent problem is the technical barriers which usually experience by both the lecturers and students. Many times the class is late to begin because of a certain problem in starting the applications. It was caused by bad internet bandwidth and the connections of the lecturers.

Even after the application has been started by the lecturers, the class cannot be started soon as some students also faced the same problem to join the virtual meeting. It almost takes a half hour to wait for the late students. The bad internet connection can be caused by various types of problems such as the internet provider, the learners' internet balance, and the learners' location which is unable to get a good connection. The technical barrier faced by the students might result in frustration prior to the teaching and learning process. Parveen (2016) confirmed that learners can feel frustrated and thwarted due to technical problems.

During the virtual meeting, the same technical barrier might also hinder. Immediately while explaining the materials, the lecturer signed out from the application due to an unstable internet connection. It takes time for the lecturer to re-sign to the application. This problem willy-nilly influences the learners' focus and mood. A simple thing like turning on the camera during the meeting also sometimes disturbs the learning process. Most students are reluctant to turn on the camera because they tend to keep their privacy while attending an online meeting. Some of them revealed that they are doing something else while attending the meeting such as eating snacks, watching TV, or even they left their gadget to take a bath or help parents do household chores.

Some female students revealed that they tend to turn off the camera while attending class because they are not confident with their facial and dress performance. When attending class, female students do not use makeup like they usually do when attending a face-to-face class. Some of the female Muslim students stated that they are not wearing veils at home and good outfits. It gives an impact on the less interactive communication between the lecturers and the students.

Synchronous learning is also seen as teacher-oriented (Murphy et al (2011) as mostly the discussion between peers does not occur. The learning process frequently occurs through the lecturer's presentations by sharing screen and ended with a question-answer session. Students revealed that they often feel bored listening to the lecturer's explanation. They usually do other activities while their lecturer is explaining such as listening to music, watching a movie on their laptop, or even left their gadget to do other activities.

Boredom might result in less focus of the students in understanding the lecturer's explanation. Hence, frequently the students do not get what the lecturers try to explain. Unfortunately, the students feel reluctant to ask. As it is synchronous, the meeting is limited by time so that the lecturers sometimes cannot repeat their unclear explanation. It is less

beneficial when compared to asynchronous learning in which the learners can re-access the materials for any time they need.

However, synchronous learning offers benefits especially in keeping the students' motivation to stay engaged in e-tivities due to the presence of lecturers and class-fellows (Yamagata-Lynch, 2014). The direct interaction is very much like a traditional face-to-face classroom. Furthermore, compared to a face-to-face meeting in class, synchronous learning offers efficiency as the participants do not need to travel to a certain place to meet.

3.2. The Learners' Perception of Asynchronous Learning

The final question was dealt with the reasons why the students feel more comfortable when studying materials using Camtasia, Youtube, and Google Classroom. 48 of 52 students revealed that the most significant advantage of using those three applications is the time flexibility to access the materials. Compared to synchronous learning which requires the students and the teachers to meet virtually at the same time, the integration of the three applications can be an alternative to asynchronous learning which does not require the students to virtually attend at a certain time. Students can access the materials at any time they are available within the time limitation the teacher has decided.

For instance, on Wednesday in the third week, the students learned Present Perfect Progressive in Intermediate English Grammar Class. The lecturer posted the materials and the assignment at 8 am as scheduled. Then, the lecturer decided that the assignment is due at 11:59 pm. Within the time allocation, the students can access the materials and then did and submitted the assignment. It enabled the students who were having trouble with their media or electricity at 8 am in that morning to access the materials and assignment after their trouble was solved. They also still have time to finish their assignment.

The next advantage is the possibility to repeat and recall the materials as many as possible. Because the materials are available online on Youtube, it enables the students to play it at any time and for many times they need. It will be very helpful if the students faced difficulties in understanding the materials if they just watched the video once. They can replay many times until the materials were understandable. Of course, it requires the ability of the lecturers to create good videos which give a comprehensive and understandable explanation.

The possibility to replay and re-access the videos at any time the students need gives further benefits if it is compared to synchronous learning using video conference applications such as Zoom or Google meet in which the teachers' explanation can only be listened to and studied once at that time.

Furthermore, this type of asynchronous learning allows the students to have more opportunities to develop higher-order thinking skills and deep learning as they keep thinking about the problems the instructors provide so that the learners can construct the way how to solve the problems (constructivism approach) (Huang & Hsiao, 2012). It is very suitable for many types of learning especially problem-based and project-based learning. Moreover,

asynchronous language learning can further encourage the learners to ask questions that require long answers (AbuSaileek & Qatawneh, 2013).

It is in line with what effective learning aims to. Broadly speaking, “effective learning refers to strengthening the relationship between learning processes of collaboration, interaction, participation and responsibility, and learning objectives and outcomes like problem-solving skills, critical thinking and higher-order thinking (Watkins, Carnell, Lodge & Whalley, 1996). Asynchronous learning environments allow the learners to have the opportunity to develop those aspects.

4 Conclusions

Both synchronous and asynchronous learning offer benefits which can be employed to optimize distant learning. After understanding the advantage of asynchronous learning by integrating Camtasia, Youtube, and Google Classroom, it can be revealed that this alternative can be employed when synchronous learning is hindered. This alternative can also be a variation in conducting hybrid learning by employing both synchronous and asynchronous learning. This asynchronous learning also offers some advantages namely the time flexibility to access and the possibility to repeat and re-access the teachers’ explanation at any time the students need.

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