

A Framework for Development of Correctness Centered e-Learning based Curriculum in Sukkur Region

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Abstract

This study aims to explore the status of e-learning in the public sector institutes of the Sukkur region in Pakistan. A survey was conducted to collect data from students and teachers regarding their awareness, access, and use of e-learning resources. The results showed that although there is a widespread use of the internet and mobile devices for accessing information, there is a lack of awareness and access to e-learning resources. Barriers to accessing e-learning content and a lack of familiarity with e-learning content development technologies were also identified. The study concludes that there is a need for improved e-learning facilities and curriculum in the public sector institutes of the Sukkur region in Pakistan. Recommendations are provided for developing a correctness-centered e-learning based curriculum that is tailored to the specific needs of the students in the region. It is hoped that the findings of this study will inform efforts to improve the teaching and learning process in the region and provide students with greater flexibility and access to study materials.

Keywords:

Framework; Correctness-Centered; e-Learning; and Curriculum

1. Introduction

Today, there is a requirement for a fundamental arrangement and ability of ICT to make it useful for educators, understudies, and scientists. Capability in ICT-based advances is fundamental and can assume significant part in training, so achievement in science, particularly in educating and learning, can be a powerful interest in the public eye's cutting edge innovative necessities. ICT covers various angles relying upon the idea of the effect of the innovation (Aleixo, Leal, and Azeiteiro 2018). Data and correspondence innovation comprise of specialized gadgets, PC applications, PC organizations, equipment, and programming, including various related administrations and applications, for example, videoconferencing and distance realizing, which are appropriated around the world. In addition, content sequencing of learning outcomes, types of lessons that highlight the learning approach, evaluate, and evaluate

on the right brand, is something of consistent and effective learning through technology (Bakoğlu et al. 2016). But the main problem is a great learning plan. Current research opens opportunities to update the contents of the curriculum. To prevent the curriculum from being redirected, a well-ordered set of efficient activities to evaluate and regulate curriculum management (Magallanes 2014).

2. Problem Statement

This paper addresses the lack of effective e-learning facilities and curriculum in public sector institutes in the Sukkur region of Pakistan. Despite the widespread use of the internet and mobile devices, students and teachers are unaware of available e-learning resources, and there are barriers to accessing e-learning content. This has hindered the teaching and learning process, limiting students' flexibility and access to study materials. To improve this, there is a need for better e-learning facilities and curriculum in the region.

3. Research Methodology

The study in Sukkur, Pakistan used a descriptive survey design to gather data on e-learning. A sample of 724 participants, including students and teachers, was selected using convenience sampling. The questionnaire was designed to assess the availability and use of e-learning resources, as well as any barriers to access. Data was collected through an online survey platform and analyzed using descriptive statistics. The study was conducted in two phases, with the questionnaire validated through a pilot study with 30 participants. Limitations included the use of convenience sampling and self-reported data. Nevertheless, the findings provide valuable insights into the need for improvements in e-learning facilities and curriculum. The study's methodology can be used

as a framework for future research in other developing countries.

4. Data Analysis and Discussion

Below is a summary of the data analysis related to the awareness and usage of e-learning services:

Question	Response	Frequency	Percent	Cumulative Percent
Awareness About E-Learning Services	How long have you been using e-learning technologies			
	1 to 5 years	194	24.5	26.8
	6 to 10 years	530	66.8	100.0
Access of E-learning Material	I have access to e-learning material specific to my needs			
	Strongly Disagree	357	49.3	49.3
	Disagree	222	30.7	80.0
	Neutral	7	1.0	80.9
	Agree	70	9.7	90.6
	Strongly Agree	68	9.4	100.0
E-learning Curriculum Development	I can discuss challenging issues with curriculum team			
	Strongly Disagree	163	22.5	22.5
	Disagree	208	28.7	51.2
	Neutral	12	1.7	52.9
	Agree	99	13.7	66.6
	Strongly Agree	242	33.4	100.0
E-learning Courses Goals/Objectives	I have received an overview of e-learning courses			
	Strongly Disagree	328	45.3	45.3
	Disagree	197	27.2	72.5
	Neutral	25	3.5	76.0
	Agree	149	20.6	96.5
	Strongly Agree	25	3.5	100.0

Question	Response	Frequency	Percent	Cumulative Percent
Tools for Developing E-Learning	There are tools for developing e-learning materials			
	Strongly Disagree	217	27.4	30.1
	Disagree	136	17.2	49.0
	Neutral	118	14.9	

The use of e-learning varies between public and private institutions. Implementing e-learning in public institutions in the Sukkur region of Pakistan can improve teaching and learning and increase access to study materials. Survey results show that many teachers and students are unaware of e-learning facilities. E-learning can improve efficiency and benefit both teachers and students, but many respondents feel that e-learning content is not accessible. Governments recognize the value of e-learning, and curriculum development is essential to its success.

The study found that e-learning services and curriculum can enhance the teaching and learning process, but many stakeholders, including teachers and students, were unaware of the available e-learning resources. Despite the potential benefits of e-learning, many respondents reported inaccessibility of e-learning content and a lack of familiarity with e-learning technologies. Many respondents accessed the internet through mobile phones. The study emphasizes the importance of raising awareness and providing adequate training and resources for the effective implementation of e-learning in public sector institutes to improve the quality of education and enhance the learning experience for students.

The study's findings and their implications, emphasizing the need for improved e-learning facilities and curriculum in public sector institutes in the Sukkur region of Pakistan. The study revealed that many teachers and students are unaware of e-learning resources and face obstacles accessing e-learning content. Despite this, the widespread use of the internet and mobile devices presents an opportunity for successful e-learning implementation if executed effectively. The study recommends developing a correctness-centered e-learning curriculum through needs assessments, interactive learning methods, foundational skill-building, and diverse assessment methods. Policymakers and educators in the region should increase awareness and access to e-learning resources and provide ongoing professional development opportunities for teachers to improve educational outcomes.

Based on the study's findings, here are some recommendations for developing a correctness-centered e-learning curriculum in the Sukkur region of Pakistan:

1. Conduct a needs assessment to identify specific learning needs and goals of students in the region.
2. Use interactive and engaging e-learning methods to keep students motivated to learn.
3. Focus on building foundational skills critical for success in higher education, such as reading, writing, and math.
4. Incorporate critical thinking and problem-solving activities to help students develop these skills.
5. Use a variety of assessment methods to evaluate student progress.
6. Utilize technology, such as learning management systems, to deliver the curriculum and track student progress.
7. Provide professional development opportunities for teachers to stay current on the latest teaching methods and technologies.
8. Engage with the local community and stakeholders to get feedback and adjust the curriculum as needed.

5. Conclusion:

Overall, this study emphasizes the need to improve e-learning facilities and curriculum in public sector institutes of Sukkur, Pakistan. Despite widespread use of the internet and mobile devices, there are barriers to accessing e-learning content and a lack of awareness among many students and teachers regarding available resources. However, effective implementation of e-learning can be successful in this region. To achieve this, stakeholders should be involved in the development and implementation of an e-learning curriculum, and the recommendations outlined in this study should be followed. By doing so, the teaching and learning process can be enhanced, providing students with greater flexibility and access to study materials.

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