

Use of Google Platforms in Teaching-Learning and Evaluation: A Study with Special Reference to Teaching of English to the UG and PG Classes

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Abstract:

The 21st century is essentially an era of information, communication and technology. The use of technology in teaching-learning and evaluation has enhanced the students' perception and understanding at different levels. Technology has become part and parcel of modern life style. We cannot keep teaching of English in India alienated from the use of technology. The students of UG and PG are using different Google platforms. They are connected to the entire world through internet, Google and social media. Therefore, the teachers have to become tech-savvy in order to make teaching- learning and evaluation more effective, live and learner-friendly. In the present research, the primary focus is given on different Google platforms. Google platforms are user-friendly and easy to use. Google platforms like email, YouTube, Google Classroom, Google Meet, Google Drive, Google Scholar, Google Search, Translator, Calendar, Sheet, Docs, Slides, Blogger, Jam board, Google Earth, Podcasts, Art and Culture etc. are very popular. These Google platforms are very innovative and smart. If these platforms are used by the teachers, the students can learn and study at their own pace. It is the best way to keep students engaged in teaching-learning and evaluation process. All these Google platforms are available on Android Mobile and Smart phones. In the present research, an attempt is made to discuss the usefulness of Email, Google Classroom, Google Meet, YouTube, Google Docs, Google Scholar, Google Drive and Google Translator in making the teaching-learning and evaluation student-centric, fast, continuous, smart, technology-enabled and eco-friendly also. Google platforms can be used for multiple purposes like dissemination of information and knowledge, assign activities, evaluate the progress, conduct the surveys, expand the boundaries of traditional classroom teaching etc. The present researcher has been using these Google platforms for the last ten years. The observations and findings in the present research are based on the researcher's own use of different Google platforms.

Key Words: Google, Google Classroom, Drive, Google Meet, Docs, English language teaching

Introduction:

Information, communication and technology have its impact on all walks of life. Education sector cannot be an exception to these influences.

Moreover, different ICT tools have enriched the teaching-learning and evaluation process. The students of 21st century are accustomed to Internet,

Google, Wi-Fi, social media, online shopping and different electronic gadgets. The Google platforms like email, YouTube, Google Classroom, Google Meet, Google Drive, Google Scholar, Google Search, Translator, Calendar, Sheet, Docs, Slides, Blogger, Jam board, Google Earth, Podcasts, Art and Culture etc. are very popular. We use these platforms for multiple purposes in our day-to-day life. The Google platforms have become part and parcel of teaching- learning and evaluation. The present research aims at studying the use of Google platforms in teaching-learning and evaluation. The present study is based on the successive use of Google platforms like Google Classroom, Google Meet, Google Drive, Google Scholar, Google Search, Calendar, Google Docs email etc. by the researcher.

Objectives:

The objectives of the present research can be stated as below:

1. To highlight the significance of the Google platforms in teaching-learning and evaluation.
2. To make a study of different Google platforms.
3. To focus on the usefulness of Google platforms in teaching-learning and evaluation.

4. To make a comprehensive statement on use of Google platforms in teaching-learning and evaluation.

Material and Methods:

The following materials and methods are used for the present study:

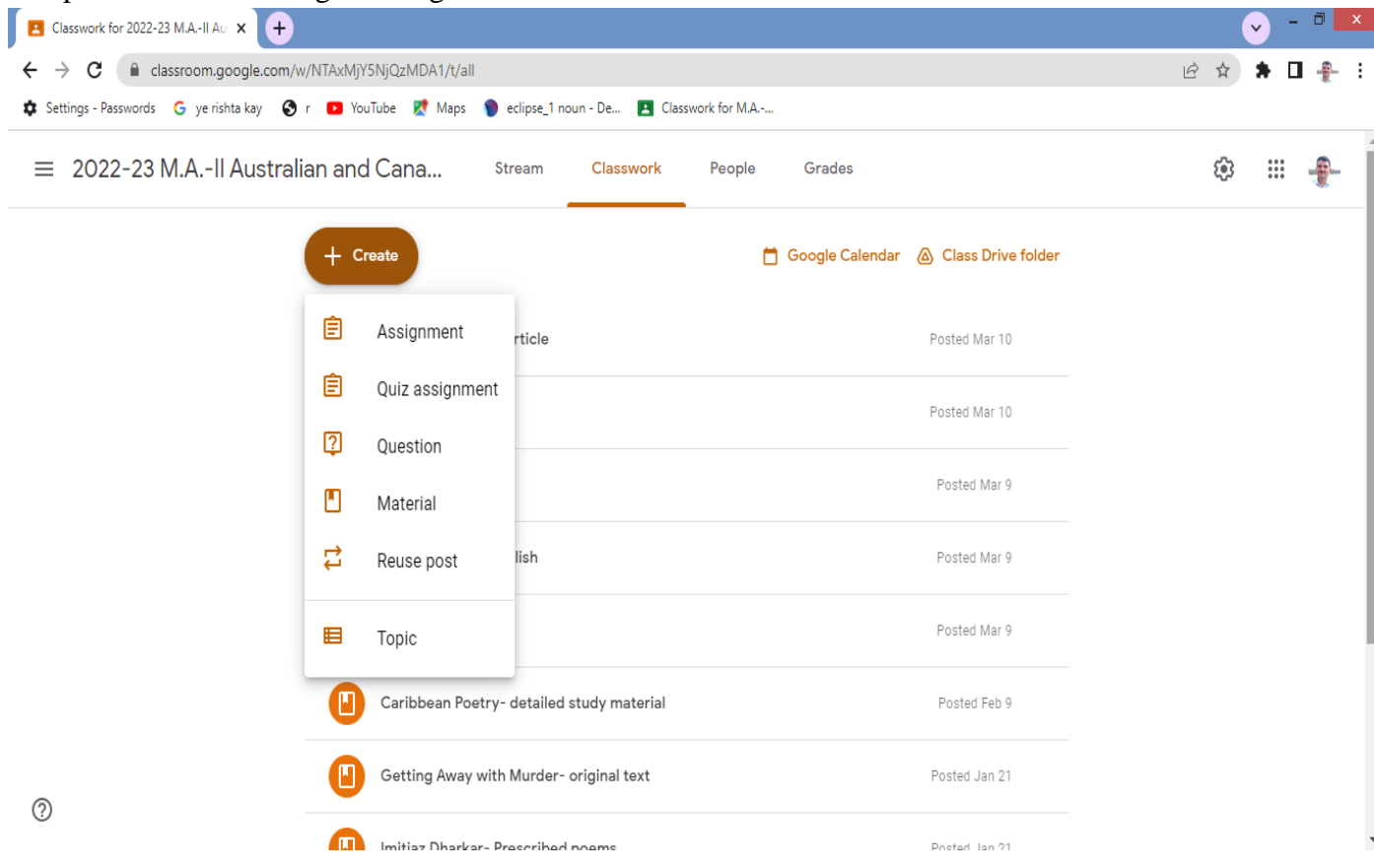
1. Use of different Google platforms. The researcher has been using these Google platforms for the last ten years.
2. The data presented here is based on the actual use of the Google platforms by the researcher.
3. Multiple uses of the Google platforms are highlighted by the actual use.
4. The statistical data of the use of the Google platforms of last 4 years is used.

Google Platforms under Study:

For the present research, the following Google platforms are selected and presented in detail:

1) Google Classroom:

Google Classroom is Google's LMS (Learning Management System) package of teaching-learning and evaluation for teachers and students.



Any Google user having Gmail account can use this Google platform for ‘creating classes’ and ‘joining classes’. A teacher can create multiple classes as per the requirement. The teacher can share the class code or link to the students and ask them to join his Google classroom. There are different applications in the Google Classroom. Teacher can post notices, instructions to the students. Teacher can create self-instructional study material for the students and post it in the head ‘Material’. Teacher can upload any file and post it to the students. Teacher can ask questions to the students and also assign tests to them. Teacher can set time as far as students’ responses are concerned. The students can go through the material, question banks, questions, assignments shared by the teacher. They can submit their responses. The students can send their feedback. They can share their comments also. The students

can retrieve the data at any time. Teacher can post module-wise/ unit-wise material, videos, links to the students. He can assign questions; assess their responses and grade them according to their performances. The teacher of English can use this platform for multiple uses in order to develop students’ interest in English language and literature. The teacher of English can post stories, video links, e-books, PPTs etc. to the students and assign them questions based on the study material. The students can learn these lessons at their pace and speed.

2) Google Meet:

The Google Meet is Google’s best platform for conducting online video conferences and meetings. Teacher can use this application for conducting online classes.

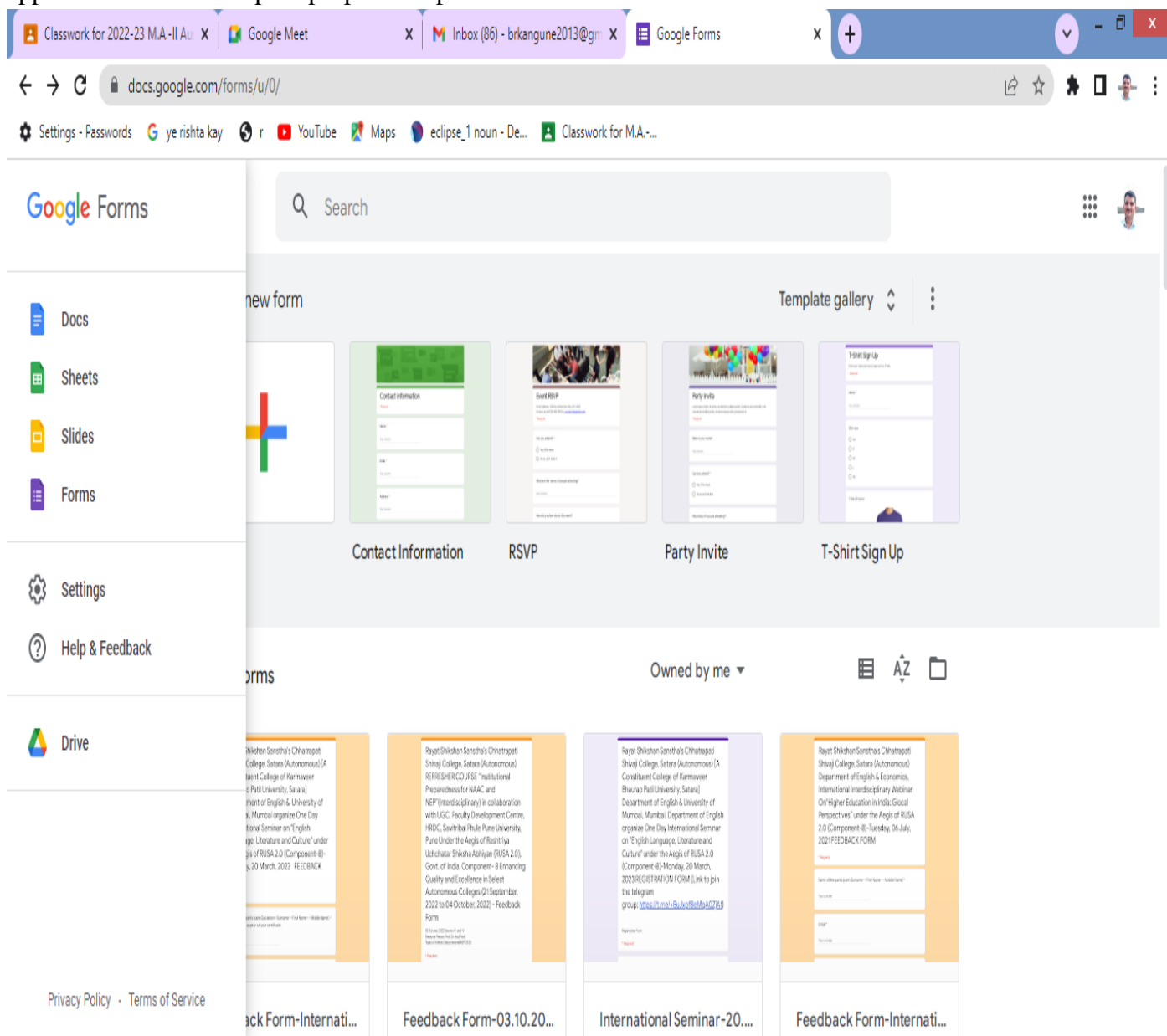
The screenshot shows a web browser window with two tabs: 'Classwork for 2022-23 M.A.-II Au...' and 'Google Meet'. The address bar shows 'meet.google.com/?hs=197&authuser=0'. The Google Meet interface displays the time '4:33 PM • Sun, Mar 26' and a notification: 'Your meeting is safe. No one can join a meeting unless invited or admitted by the host.' Below this is a meeting agenda with five entries, all marked 'All Day': 'B.A.-III Compulsory English Lecture', 'B.A.-I Lectures by Dr. B.R. Kangune', 'B.A.-III Compulsory English Lecture', 'B.A.-I Lectures by Dr. B.R. Kangune', and 'B.A.-I Lectures by Dr. B.R. Kangune'. A 'Learn more' link is present next to the safety notification. At the bottom, it says 'From your Google Calendar account: brkangune2013@gmail.com'. A taskbar at the bottom shows various application icons and the system tray with the time '16:33' and date 'Sunday 26/03/2023'.

During the waves of pandemic COVID-19, this Google platform was used at the large extend by teaching fraternity to conduct online classes. This is Google's secure online platform for conducting online classes, meetings and video conferencing. Teacher can create a meeting for later use, start an instant meeting or schedule in Google Calendar. Teacher can share the Google Meet link to the students and ask them to join in time. There is no time limit for conducting online classes on Google Meet. Teacher can share his screen, documents, PPTs, videos while conducting online classes on Google Meet. Moreover, the attendance record of the students can be managed by the teacher by adding 'Attendance' extension to the Google. The teacher of English can use this Google Meet application for multiple purposes apart from

conducting online classes. The teacher of English can conduct online 'group discussion', 'poetry recitation' competitions, 'elocution' competitions, paper presentation etc. activities by using Google Meet platform. Participants can share their queries, comments, responses in the chat corner during online classes/ meetings. It is the best platform for two-way-communication. Participants can share their screens. Different competitions were conducted online by using Google Meet.

3) Google Docs:

Google Docs is Google's online document editor. This application can be used for creating Google Sheets, Google Slides, Google Forms etc. This application can be used for multiple purposes.

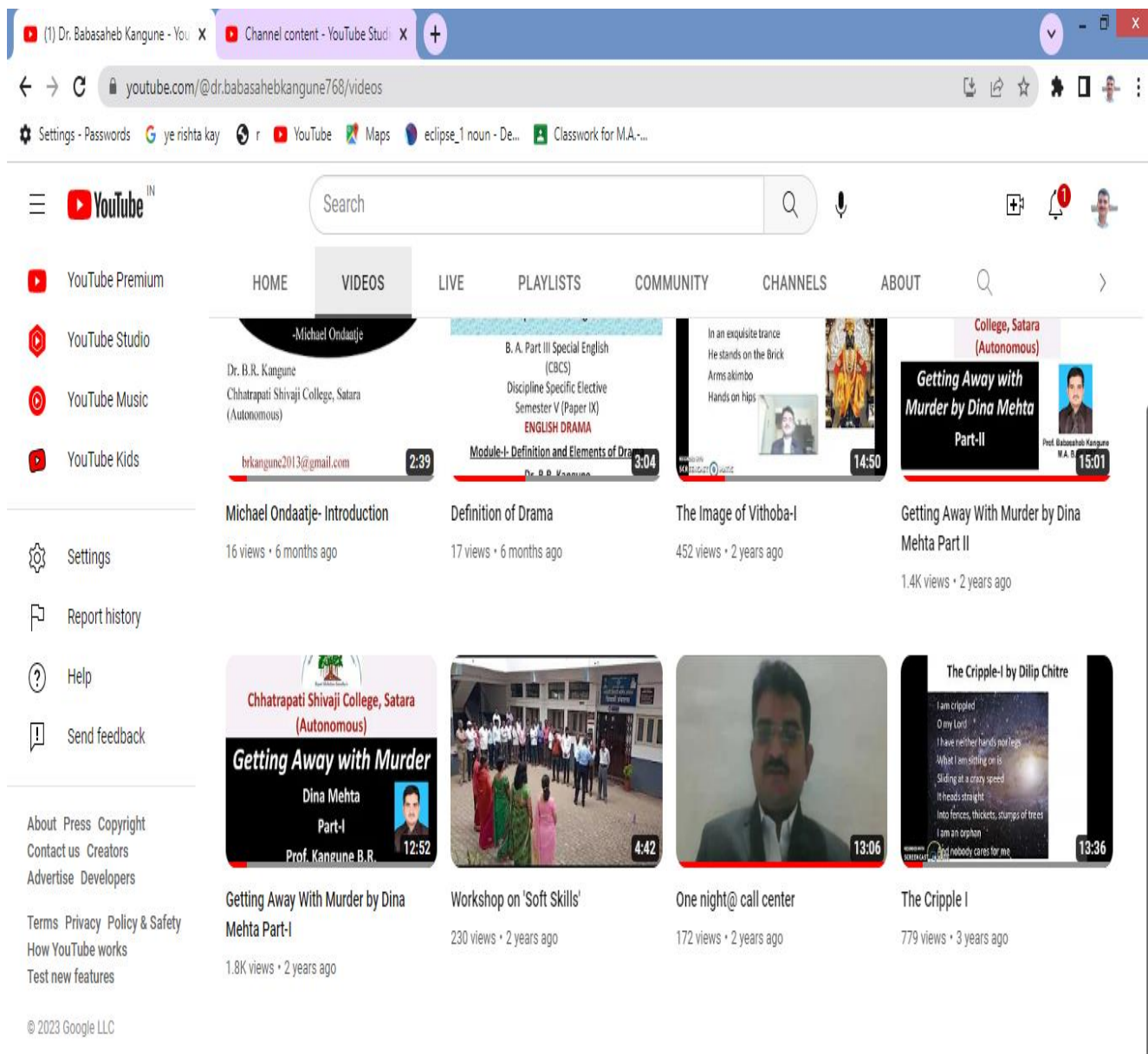


Google Forms can be used for different purposes. There are numerous options in Google Forms. It can be used for making online registrations, conducting surveys, collecting feedback, conducting quizzes and online MCQ tests. We can convert the data into Excel files, make analysis of the data and present it with the help of graphs.

4) YouTube:

YouTube is Google's online audio-visual and video sharing platform at global level. It is Google's one of the social-media platforms. YouTube is the best platform to disseminate information and knowledge and connect to the people. It can be used effectively for educational purposes. A teacher can prepare his videos; create

his YouTube channel and publish his videos publicly or privately. Teacher can share the YouTube links of his videos to the students on social media as well Google Classroom. The YouTube provides the global platform to reach the students. Right now, different applications are available for making and editing videos. Teacher can create his short videos of 12 to 15 minutes and upload them on his YouTube channel. The students can follow the videos of their teachers or can watch educational videos on YouTube by making search on YouTube. Teacher can share the links of educational videos, documentaries and other relevant videos to the students. Students can watch the videos at their own time. It is the best platform to develop students' interest in a particular subject.



Discussion:

In order to study the usefulness of Google platforms in teaching-learning and evaluation, the above platforms are selected by the researcher. The

researcher is personally using these platforms in teaching of English to the students of UG and PG. The year-wise data is given as below:

A) Google Classroom:

Year	Classes and Courses for which Google Classroom Used	Number of students who joined Google Classroom	Number of announcements made/ data/ information/ files/ links etc. sharing on the Google Classroom/ Responses from the students reported
2019-20	1) B.A.-I Compulsory English	19	8
	2) B.A.-I Optional English	35	13
	3) M.A.-I A) Fiction B) Linguistics	32	27
	4) M.A.-II A) Australian and Canadian Literature B) Postcolonial Women Writers	8	13
2020-21	1) B.A.-I Compulsory English	90	38
	2) B.A.-I Optional English	67	31
	3) B.A.-III English Special Paper	25	32
	4) B.A.-III Compulsory English	82	68
	5) M.A.-I A) Fiction B) Linguistics	30	12
	6) M.A.-II A) Australian and Canadian Literature B) Postcolonial Women Writers	20	61
2021-22	1) B.A.-I Compulsory English	57	13
	2) B.A.-I Optional English	108	16
	3) B.A.-II Optional English	60	15
	4) B.A.-III English Special Paper	12	13
	5) B.A.-III Compulsory English	33	04
	6) M.A.-I A) Fiction B) Linguistics	31	18
	7) M.A.-II A) Australian and Canadian Literature B) Postcolonial Women Writers	19	26

2022-23	1) B.A.-I Compulsory English	151	06
	2) B.A.-I Optional English	116	23
	3) B.A.-II Optional English	33	15
	4) B.A.-III English Special Paper	26	14
	5) B.A.-III Compulsory English	12	04
	6) M.A.-I A) Fiction B) Linguistics	31	10
	7) M.A.-II A) Australian and Canadian Literature B) Postcolonial Women Writers	20	20

B) Google Meet:

During the period of pandemic Covid-19, Google Meet platform was used effectively for conducting online classes, sessions, conferences, seminars, video conferencing, meetings etc. It is more convenient to the teachers as well as students. The present researcher has been using the Google Meet for multiple purposes. The analysis is given below:

- 1) Conducted regular online classes of UG and PG
- 2) Conducted Ten Days Online Workshop “Soft Skills Development for Employability Enhancement of Under-graduate Students”- 21 November, 2020 to 30 November, 2020
- 3) Conducted International Webinar on ‘Higher Education in India: Glocal Perspectives’-06 July, 2021.
- 4) Conducted Five Days Lecture Series on ‘Rayat Culture’- 21 October, 2021 to 26 October, 2021
- 5) Attended online meetings, sessions, conferences, seminars etc.

C) Google Docs:

The researcher has been using Google Docs for various purposes. The researcher completed the Minor Research Project ‘Enhancing Employability of UG and PG Students of Languages and Social Sciences through Soft Skills’ in December, 2022. At the beginning of the MRP, he conducted the online survey of soft skills acquired and developed by the students of languages and social sciences.

This survey was conducted by preparing two separate Google Forms for UG and PG students. 200 students of UG and PG submitted their online responses to the Google Forms. The researcher conducted national and international webinars, seminars, conferences, refresher courses and faculty development programme. For the above mentioned events, online registration forms were created for the registration purpose. Delegates, research scholars, faculty members and students all over India and abroad made registration for these events. The same platform was used to conduct online MCQ (Multiple-choice Questions) tests and quizzes for different purposes like evaluation, awareness programmes, dissemination of information etc.

D) YouTube:

The researcher has his own YouTube channel. He has made available his own video lectures, documentaries, activities and other stories on YouTube. These educational videos are very helpful to the students. Students can watch these videos again and again. Video lectures are supplementary to classroom teaching. Screening of short videos and documentaries during offline/online lectures is one of the effective teaching-learning tools. The researcher has been practicing the same for years. YouTube links are shared with the students on Google Classroom in order to develop their interest in the study. It is the best platform to keep students engaged and make teaching-learning experience enjoyable.

Analysis and Conclusion:

The teaching-learning and evaluation cannot be complete without Google Platforms. Everybody is using 'Google' for different reasons. The students in the globalized era are habituated with Google. Google has become part and parcel of everyone's life. The above study is based on the use of Google platforms in teaching-learning and evaluation by the researcher. Students find Google platforms more convenient and friendly in learning new things. Google platforms like Google Classroom, Google Meet, Google Docs, YouTube etc. enhance students' learning experiences. At any time students can use these applications on multiple devices like computers, laptops, desktop computer, and Smartphone. Students can learn new things as well as complete the assigned work. Students enjoy the teaching-learning and evaluation process in real sense. These applications are supplementary and complementary to the traditional classroom teaching. The Google platforms are inseparable part of blended learning and flipped classroom. These platforms are very popular among the students and teaching fraternity in the contemporary era. However, still there are challenges and difficulties in maximizing the use of Google platforms. Poor internet connectivity is one of the challenges. Especially the students and teachers from rural, remote and hilly areas find it difficult to get good internet connectivity. Sometimes teachers' disinterest in using new technology seems to be one of the challenges. Teachers have to encourage in using Google platforms in teaching-learning and evaluation. The students from rural and remote areas will get benefitted by the educational videos, documentaries and other learning material. One gets the easy access to all learning resources on

Google. Therefore, students and teachers must be made aware of the use of Google in teaching-learning and evaluation. The teachers of English can use Google platforms effectively in order to wipe out the fear of English from the students especially those who study English as a second or third language. Short videos, brief notes, charts, PPTs, documentaries etc. can be made available on Google Classroom. Online tests and quizzes should be conducted in order to keep the students active and engaged in their study of English.

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