

# IMPACT ANALYSIS OF TEACHING LEARNING USING WHATSAPP

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## Abstract

The objective of the study is to present results of impact analysis of offering Courses through WhatsApp from both Teacher and Learner perspective. A 7-day course titled LEARNING WITH MOOCs was offered using WhatsApp. A total of 256 persons registered which is the maximum possible. There were designated resource persons who will be posting about the topics at different intervals based on the interaction of learners. Interaction was allowed through out the Course. The last day of the Course included a Workshop that had some of the registered learners personally present and the others on WhatsApp. The workshop was also made available through YouTube. After the 1 week course was completed, Impact Analysis was done based on the following and other factors: (1) Number of active participants (2) Total number of posts (3) Number of Women participants (4) Nature of posts (5) Number of irrelevant posts (6) Overall Feedback. The results of Impact Analysis shall be presented in the paper.

Keywords: Teaching, Learning, WhatsApp, MOOC, Analysis

## Introduction

The objective of the paper is to analyze the impact of course LEARNING WITH MOOCs offered through WhatsApp on the Teachers and Learners. Its a one week course. A total of 256 persons were registered. One of the persons is Administrator who is also a Learner. Another one of the persons is Resource Person. But, there is very little gap between a Learner and a Teacher in such a technology enabled learning platform as there was intensive interaction. Due to intensive interaction, its very difficult to distinguish learners from teachers. So, in total, all 256 persons were treated as learners in this paper, though officially, 255 persons were learners. No specific qualifications were prescribed to learners to participate as they can participate only if their Mobile device is WhatsApp enabled which is itself an evidence that they are ICT enabled. Academically, the learners are from diversified areas that included School and University teachers, School going Children, Professionals from Industry as well as entrepreneurs. A workshop was organized in the last day of the Course (i.e. 7<sup>th</sup> day) in which Experts in MOOCs gave presentations. Some Learners who did not participate actively were also present in the Workshop. The workshop was streamed through YouTube which included Learners residing abroad as well as outside Delhi participated apart from others.

The teaching learning paradigm included a group created on WhatsApp which is the core of the paradigm, Workshop of 3 hours on last day of the Week (i.e. on 7<sup>th</sup> day) which is preceded by interactions through WhatsApp for 6 days and streaming through Youtube.

## Literature Review

There are several features in Whatsapp which can be used by teachers and learners across the World. Some of the features are given below [1]:

- Group Chats feature can be used to create study groups as well as run Virtual Classrooms
- Record the lecture (audio only or both audio-video) and Whatsapp to students. They can attend to it at their convenience
- Be in touch with peers
- Select individual or group communications
- All exchanges are preserved
- Tool is platform independent

A study also found that Whatsapp was useful in the offer of blended learning courses [2]. Also, the impact of Whasapp Mobile Social Learning on the achievement and attitudes of Female students compared to Face to Face learning was found to be positive [3]. Also, a total of 25 ideas were published by Oxford University Press for using Whatsapp with English Language students [4].

So, Whatsapp is already being used for education purposes. But, however, in this paper, we present the impact of usage of Whatsapp as a platform for offering and running a Course of short duration in blended mode.

## Impact of *Learning with MOOCs* through Whatsapp

*Learning with MOOCs* is a 1-week course offered through Whatsapp. A workshop was conducted during the last day of the workshop whose proceedings were streamed LIVE through Youtube. A total of 256 persons ( Maximum permissible size for a Whatsapp group ) are present in the Course. It includes one administrator and one resource person. There was participation from across the World. However, all participants can be treated as Learners as the interaction is wide spread and Resource person also learns from them. It was found that as the course progressed, no difference in the roles of Teacher and Learner could be found.

The flow of the WhatsApp course on *Learning with MOOCs* through Whatsapp is as follows. It was conducted from July 4-9 , 2016:

Monday July 4th : Day 1: The Nuts and Bolts of MOOCs:

Topic 1.1: The story of MOOCs

Topic 1.2: MOOCs in the USA , UK, Europe, Singapore and Australia.....

Topic 1.3: SWAYAM : the Indian MOOC initiative

Tuesday July 5th : Day 2: Learning with MOOCs

Topic 2.1: A survey of learning opportunities with MOOCs

Topic 2.2: How to choose an appropriate MOOC?

Topic 2.3: MOOCs for success in the 4th Industrial Age

Wednesday July 6th: Day 3:Requisite learner skills set for learning with a MOOC

Topic 3.1: Being active self-directed learners

Topic 3.2: Share ideas & participate in discussions

Topic 3.3: Effective time management & avoiding procrastination

Thursday July 7th :Day 4: Learning how to learn?

Topic 4.1: The learning curve

Topic 4.2: Meta-Learning

Topic 4.3: Durable learning : make it stick

Friday July 8th : Day 5:DIY degrees & qualifications  
Topic 5.1:Recognition of learning with MOOCs  
Topic 5.2:Trends in acceptability of MOOC credentials  
Topic 5.3:Beyond MOOCs : what next?

Saturday July 9th: Day 6; Wrapping Up and tying loose ends

Throughout the week : The next steps  
Topic 6.1: Books, weblinks and Apps  
Topic 6.2: MOOCs and OERs  
Topic 6.3: Getting Mentored

Day-7 is dedicated to the Workshop with presentations from Experts in MOOCs.

Some protocols for this Whatsapp group:

- (1) We have seen the formation of this group over a day and can expect quite an active participation.
- (2) In the group we have a large number of persons, each of whose time is very valuable, and we must respect this.
- (3) So if a distraction is posted on the group site of even about two minutes, it may mean a collective waste of almost two hours. So by all means share your thoughts, experiences and resources, on the main theme of this group but briefly like Twitter messages with links given for further details.
- (4) Feel free to send direct messages to other members on their Whatsapp one at a time, or you may even form your own group on the side, with their consent.
- (5) If you have messages for me ( MM Pant), which do not concern the whole group, please send them as direct Whatsapp messages to me, rather than a post on the whole group.
- (6) The need for this protocol is because most of us are used to Whatsapp as an informal medium of communication in our circles, as a means of procrastination and relaxation.

The gap between the learner resource person, and coordinator narrowed down as both learner and resource person are also posting to the Group and are learning from each other's posts. Hence, no distinction is being made between the learners, resource person and the coordinator.

The following are some of the interesting statistics:

Total number of learners (participants) :	256
Number of active learners :	113
Number of Women:	63 ( out of 113 active learners )
Total number of posts:	2405
Sample size for data analysis :	70 ( out of 113 active learners )

Maximum number of posts by a single participant : 460

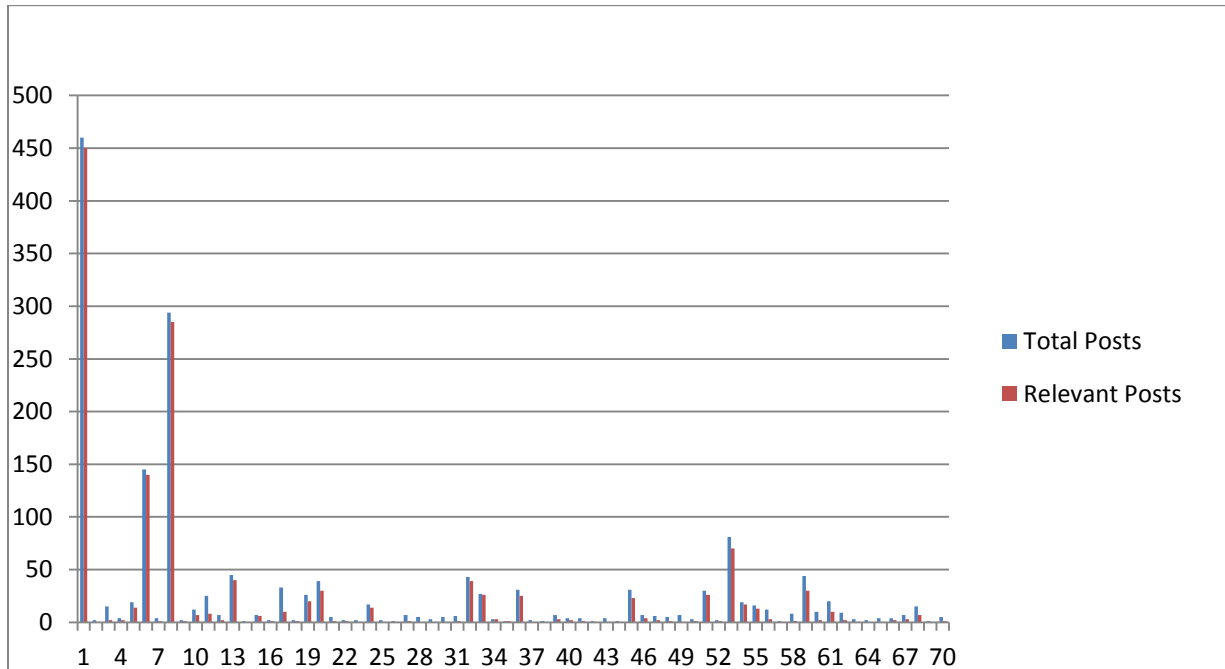
There may be variation in data given in this paper due to different perceptions as well as volatility of mobile device and associated operating system. Table-1 depicts the total number of posts, number of relevant posts, number of irrelevant posts and the percentage of relevant posts to total number of posts:

<b>Learner No.</b>	<b>Total No. of Posts (TP)</b>	<b>No. of Relevant Posts (RP)</b>	<b>No. of Irrelevant Posts (IRP)</b>	<b>Percentage ((RP/TP)*100)</b>
1	460	450	10	98
2	2	0	2	0
3	15	2	13	13
4	4	2	2	50
5	19	14	5	74
6	145	140	5	97
7	4	1	3	25
8	294	285	9	97
9	2	1	1	50
10	12	7	5	58
11	25	8	17	32
12	7	2	5	29
13	45	40	5	89
14	1	0	1	0
15	7	6	1	86
16	2	1	1	50
17	33	10	23	30
18	2	1	1	50
19	26	20	6	77
20	39	30	9	77
21	5	1	4	20
22	2	1	1	50
23	2	0	2	0
24	17	14	3	82
25	2	0	2	0
26	1	0	1	0
27	7	1	6	14
28	5	0	5	0

<b>Learner No.</b>	<b>Total No. of Posts (TP)</b>	<b>No. of Relevant Posts (RP)</b>	<b>No. of Irrelevant Posts (IRP)</b>	<b>Percentage ((RP/TP)*100)</b>
29	3	0	3	0
30	5	0	5	0
31	6	1	5	17
32	43	39	4	91
33	27	26	1	96
34	3	3	0	100
35	1	1	0	100
36	31	25	6	81
37	2	0	2	0
38	1	0	1	0
39	7	3	4	43
40	4	2	2	50
41	4	1	3	25
42	1	0	1	0
43	4	0	4	0
44	1	0	1	0
45	31	23	8	74
46	7	4	3	57
47	6	2	4	33
48	5	1	4	20
49	7	0	7	0
50	3	1	2	33
51	30	26	4	87
52	2	1	1	50
53	81	70	11	86
54	19	17	2	89
55	16	13	3	81
56	12	3	9	25
57	1	0	1	0

Learner No.	Total No. of Posts (TP)	No. of Relevant Posts (RP)	No. of Irrelevant Posts (IRP)	Percentage ((RP/TP)*100)
58	8	1	7	13
59	44	30	14	68
60	10	2	8	20
61	20	10	10	50
62	9	2	7	22
63	3	0	3	0
64	2	0	2	0
65	4	0	4	0
66	4	2	2	50
67	7	3	4	43
68	15	7	8	47
69	1	0	1	0
70	5	1	4	20

**Table-1: Data pertaining to various types of posts by active learners in the Course**



**Chart-1 : Total Number of Posts (Y-Axis) , Each of 70 participants (X-Axis)**

The following chart (Chart-1) depicts the bar graph for *Total number of posts* and *Number of Relevant posts* for each of the 70 active learners.

From Chart-1, it can be concluded that most of the posts are relevant. There are learners who did not post to the Whatsapp group but are learning by studying various posts. Then, there are learners who did not post to the Whatsapp group, but participated in the workshop. Also, there are learners who did not post to the Whatsapp group and did not attend the workshop personally, but, participated by watching the Youtube stream of the workshop.

## **Findings of Impact Analysis**

The following are some of the findings of the impact analysis :

1. Number of relevant posts by active participants are higher than the total number of posts. So, it can be concluded that the participants gained knowledge from the course offered through Whatsapp.
2. More than 50% of active participants (113) are Women (63). This is a major finding as the course through Whatsapp led to majority Women participation when compared to Men. So, Whatsapp can be used to improve literacy as well as to offer courses to Women exclusively also for reducing the gender gap.
3. Learners from across the world shows that , irrespective of varied timings , course through Whatsapp was well received.
4. The tool can be used to establish peace between warring factions/nations by enabling citizens of each conflicting nation to participate in the Whatsapp course offered by the other nation.
5. It proved to be one of successful ways of collaborative learning as each learner can also contribute to the knowledge.
6. Whatsapp can be treated as centre of the learning paradigm that includes other platforms such as Youtube etc.

## **Limitations**

The major limitation is that the learner should be willing to spend time to gain from the course as the number of posts from peers are very high and the only way to go along is to read and respond to the posts as well as to contribute to the posts. It is also found that there was significant difference between the number of learners who participated by posting and the total number of participants (i.e. 256) . This gap needs to be bridged. Otherwise, legitimate learners may lose opportunity to participate and learn.

## **Conclusion**

From the impact analysis, it can be concluded that Whatsapp can be used to offer courses. It overcomes the problems associated with low bandwidth. The future work can study the impact of offer of courses of various specializations through Whatsapp to find appropriate specializations that are suitable for offer through Whatsapp. The future work can also propose ways and means for academic institutions across the World to offer accredited courses through Whatsapp.

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