

Impact Assessment on the Series of Webinars Conducted by the College of Education in Times of the Pandemic

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ABSTRACT

This study assessed the impact of the webinars conducted by the College of Education of Nueva Ecija University of Science and Technology in the time of the pandemic. Data were gathered using a survey form and the Likert Scale Method. The findings showed that the participant viewers showed a high level of improvement after the webinar, and they provided an excellent training rating and clients' satisfaction level of very satisfied. Results proved that the College had professionalized the delivery of services to share its human resources and expertise, resulting in its webinars' positive impact.

Key words: Webinar, pandemic, seminars, student's evaluation

1. INTRODUCTION

Seminars are considered as good mode of education and exposure for students. The studies show that seminars are a good alternative in the main stream learning. As it offer enable active participation and interaction amongst professor from different universities and countries [1]. It is most adapted and famous technique of teaching any precise topic. It provides exposure to teachers as well as to students and allows them to connect personally.

During COVID-19 pandemic, people faced many changes in education and learning process. One of them was seminars. The word got its new

name called “webinars” due to its presence on web. The learning via internet become easy and convenient, thus we can say that in present situation online programs in the education became necessary. The webinars are providing time flexibility, no location limitation, maximum participation, immediate feedback [2-3]. The Webinars are convenient to attend for both the presenters and participants. Webinars have evolved like boon for students and teachers from small income countries [4]. As earlier, the seminars charges registration fees and other fees like for accommodation, travel etc. Therefore, many institutes adopted this function

and provided high learning and influence to students [5].

The College of Education of Nueva Ecija University of Science and Technology conducted five (5) webinars for the First Semester of School Year 2020. These webinars were as follows: (1) Webinar on Mental Health Protocol: An Ounce of Information, A Source of Inspiration held on May 14 – 15, 2020; (2) Smartphones as Game Changers in Education in the Post – Covid 19 World conducted on May 22 – 23, 2020; (3) Webinar on Student Publication on New Normal Scheme and Amidst Crisis Student Publication on June 15 – 16, 2020; (4) Webinar on Coping with the Challenges in Delivering Learning on Courses with Practical Applications on August 20, 2020; and (5) Parental Provision: Home Literacy in the New Normal held on October 5, 2020.

The webinars’ target clients were teachers, educators, school publication advisers, students – journalists, parents, guardians, and other professionals.

A total of 5,221 participant viewers engaged in the webinars conducted in the college distributed as follows: (1) 159 (2)1,958 (3) 996 (4) 808 and (5) 1,328 respectively. Participant viewers came from different regions of the country.

The study generally aimed to assess the impact of the webinars conducted by the College of Education.

Specifically, this impact assessment would answer the following:

1. How may the participant viewers' knowledge and skills be described before and after the webinars?
2. How may the differentiation of participant viewers' knowledge and skills be described before and after the webinar?
3. How may the webinars be assessed in terms of:
 - a. Objectives and Learning Contents
 - b. Learning Tools, Materials, and Activities
 - c. Resource Persons of Trainers
 - d. Logistics
 - e. Other Aspects of Webinar
 - f. Overall Implementation of the Webinar

2. MATERIALS AND METHODS

2.1. Research design

Participant viewers were assessed before the plenary sessions using a survey form and the Likert Scale Method. The same form was used right after the end or completion of the webinars. Self – assessment of knowledge and skill before the webinar were distributed (table 1 and 2)

Range	Participation level	Knowledge & skill
3.26 – 4.00	Excellent	Highly substantial
2.51 – 3.25	Very Satisfactory	Substantial
1.76 – 2.50	Satisfactory	Limited
1.0 – 1.75	Need improvement	Very Limited

Table 2. Assessment tool on learning objectives and learning contents, learning tools and materials logistics, and over-all impressions

Range	Training Rating	Client Rating
4.20 – 5.00	Excellent	Very Satisfied
3.40 – 4.19	Very Satisfactory	Satisfied
2.60 – 3.39	Satisfactory	Fairly Satisfied
1.80 – 2.59	Needs Improvement	Dissatisfied
1.0 – 1.79	Poor	Very Dissatisfied

Other components of the evaluation tool were the assessments of the Learning Objectives and Learning Contents; Learning Tools and Materials Logistics; and the Over – All Impressions of the

whole webinar. The Likert Scale was used in measuring the satisfaction level of the participant viewers. The components for evaluation were distributed as follows:

3. RESULTS AND DISCUSSIONS

Table 3 presents participant viewers' assessment of their knowledge and skills before the commencement of the webinar.

Most of the participant viewers initially registered substantial knowledge and skills in most of the webinars conducted. This is because most participants are teachers, other professionals, parents, advisers, and students. In one of the webinars, specifically Webinar 2,

Table 3. Knowledge and skills assessment of participant viewers before the webinars

Webinar	Mean	Descriptor
Webinar 1	2.78	Substantial
Webinar 2	2.4	Limited
Webinar 3	2.88	Substantial
Webinar 4	2.75	Substantial
Webinar 5	2.98	Substantial

Table 4. Knowledge and skills assessment of participant viewers after the webinars

Webinar	Mean	Descriptor
Webinar 1	3.77	Highly Substantial
Webinar 2	3.0	Substantial
Webinar 3	3.69	Highly Substantial
Webinar 4	3.65	Highly Substantial
Webinar 5	3.67	Highly Substantial

Table 5. Mean difference of participant viewers on knowledge and skills before and after the webinar

Webinar	Mean (After) – Mean (Before)	Mean Difference
Webinar 1	3.77 - 2.78	0.99
Webinar 2	3.0 - 2.40	0.60
Webinar 3	3.69 - 2.88	0.81
Webinar 4	3.65 - 2.75	0.90
Webinar 5	3.67 - 2.98	0.69

Table 6. Evaluation of objectives and learning content evaluation			
Webinar	Mean	Training Rating	Client's Satisfaction Level
Webinar 1	3.84	Excellent	Very Satisfied
Webinar 2	4.70	Excellent	Very Satisfied
Webinar 3	4.79	Excellent	Very Satisfied
Webinar 4	4.81	Excellent	Very Satisfied
Webinar 5	4.80	Excellent	Very Satisfied

Table 7. Evaluation of learning tools, materials, and activities			
Webinar	Mean	Training Rating	Client's Satisfaction Level
Webinar 1	3.71	Excellent	Very Satisfied
Webinar 2	4.90	Excellent	Very Satisfied
Webinar 3	4.77	Excellent	Very Satisfied
Webinar 4	4.82	Excellent	Very Satisfied
Webinar 5	4.80	Excellent	Very Satisfied

Table 8. Evaluation of resource speakers or trainers			
Webinar	Mean	Training Rating	Client's Satisfaction Level
Webinar 1	3.88	Excellent	Very Satisfied
Webinar 2	4.80	Excellent	Very Satisfied
Webinar 3	4.87	Excellent	Very Satisfied
Webinar 4	4.87	Excellent	Very Satisfied
Webinar 5	4.82	Excellent	Very Satisfied

participant viewers registered limited knowledge because the topic was on technology-related tasks.

The five (5) seminars gained a general weighted mean of 2.75 with a descriptor equivalent of substantial.

Expectedly, participants had initial knowledge and experiences with most of the webinars' topics because the target participants were teachers and professional parents. Participants registered a limited knowledge of the technology-related topic. Most participants were digital immigrants; thus, they had limited knowledge of the use of technology in academic instructions [6].

Table 4 shows participant viewers' assessment of their knowledge and skills after the completion of the webinar. They show a high level of improvement after the webinar. Most of the participants in the four (4) webinars gained highly substantial improvement after the webinar. While in a technology-related webinar, participant viewers gained substantial improvement. The level of improvement among participants after the webinars registered a general weighted mean of 3.55 with a highly substantial descriptor equivalent.

The result shows great advancement or improvements among participants in all the webinars [7]. They became more knowledgeable and skilful after immersing themselves in those

Table 9. Overall evaluation in the conduct of the webinars			
Webinar	Mean	Training Rating	Client's Satisfaction Level
Webinar 1	3.79	Excellent	Very Satisfied
Webinar 2	4.80	Excellent	Very Satisfied
Webinar 3	4.84	Excellent	Very Satisfied
Webinar 4	4.87	Excellent	Very Satisfied
Webinar 5	4.85	Excellent	Very Satisfied

Table 10. Overall weighted mean in the evaluation of the webinars			
Webinar	Mean	Training Rating	Client's Satisfaction Level
Webinar 1	3.70	Excellent	Very Satisfied
Webinar 2	4.41	Excellent	Very Satisfied
Webinar 3	4.83	Excellent	Very Satisfied
Webinar 4	4.71	Excellent	Very Satisfied
Webinar 5	4.81	Excellent	Very Satisfied

areas. Participants were then better and more ready to discharge their duties and responsibilities in their respective position and designation areas [8].

Table 5 introduces the mean difference of participant viewers' assessment of their knowledge and skills before and after the webinar. Data reveals that of the five webinars conducted, the general weighted mean difference was 0.80.

Results exhibited a significant change of participant viewers in assessing their knowledge and skills after attending and completing the webinar.

Table 6 exhibits participant viewers' evaluation of objectives and content learning. In all the webinars, participant viewers' evaluation of objectives and content learning registered a general weighted mean of 4.58 with a training rating of excellent and client's satisfaction level of very satisfied. Results proved then that clients believed that objectives were attained and

contents were meaningful and significant to them [9]. Results showed that each webinar's contents contributed in propelling to gain meaningful advancement in their personal and professional development.

Table 7 introduces participant viewers' evaluation of learning tools, materials, and activities. Participant viewers' evaluation on learning tools, materials, and activities recorded a general weighted mean of 4.76 with a training rating of excellent and client's satisfaction level of very satisfied. Corroborated other results that participants were convinced that all the learning materials, methodologies, and activities were perfectly planned for the participants' benefits. Participants had a meaningful and productive engagement in every topic in the different sessions.

Table 8 showcases the evaluation of participant viewers' on resource speakers or trainers. The data show a general weighted average of 4.84 given by the participant viewers' evaluation on the resource speakers' or trainers' performance

with a training rating of excellent and clients' satisfaction level of very satisfied.

Results confirmed that the resource persons or trainers outstandingly performed. It only proved that the College holds a strong pool of human resources experts in the different discipline areas. Also, the College provided every webinar supportive technical team in the preparation of the webinar. The creation of the training team paved the way for an organized and synchronized movement in the preparation up to the completion and evaluation of the webinars. The specific functions of every member of the training team had expedited the process of having successful webinars.

Table 9 showcases other aspects of the evaluation of participant viewers' overall impression of the webinar. Other aspects of the webinars were also evaluated by the participant viewers, which registered a general weighted average mean of 4.63 with a training rating of excellent and satisfaction level of clients of very satisfied.

Results proved that the College had professionalized the delivery of services to share its human resources and expertise. Procedures in conducting webinars were established between and among the training team [10]. The flow of activities is stipulated and comprehensibly articulated. Complying with all the requirements of webinars beginning from the proposal up to the submission of the final narrative report of the webinars had polished the conduct of facilitating webinars in the College [11]. Moreover, the College Training

Coordinator, who oversees the whole process, irons out the process.

Equally important, the University Training Department, which supervises the implementation and evaluation of training, including webinars, paved the platform for planning, conducting, and evaluating the training activities. As overseer, it secures that every webinar has fully achieved all the objectives, complied with internal and external requirements, has not violated any protocols, and among others [12].

Table 10 presents the weighted mean of the overall evaluation of each webinar.

In the webinar's overall evaluation performance, all the participants rated an excellent training rating and clients' satisfaction level of very satisfied with a general weighted mean of 4.49. Results showed that, as a whole, those webinars were conducted superbly. It summarizes everything: objectives were finely crafted and met; contents were well-thought and planned; speakers were well-chosen and experts in their discipline; technical teams were provided and very supportive and clear policies and procedures were followed strictly conducting webinars.

4. CONCLUSION

The webinars conducted by the College of Education were all very meaningful and successful. They had addressed the concerns and needs of the different professionals in the local, regional, and national academic communities, especially in this time of the coronavirus pandemic. The College made its

share in preparing the participant viewers to be responsive by developing the attributes of flexibility, resiliency, adaptability, and others needed in this new normal of living.

The following were the recommendations to improve further the conduct of future webinars in the College:

1. Improve the University's internet connectivity;
2. Provide technical facilities for webinars and training;
3. Interface research component before, during, and after the webinar;
4. Post – evaluation should be conducted by the whole team;
5. Partnership with other institutions (as co-sponsors) inside and outside the country is encouraged.

5. ACKNOWLEDGEMENT

NA

6. CONFLICT OF INTEREST

NA

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