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The Changing Face of Education and the Dilemma of Massive Open Online Courses (MOOCs) in Nigeria's Tertiary Institutions: Implications for Development

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Abstract—On-going studies indicates that the changing face of education via online instruction has drastically turned the tables on the essence of the flipped classroom where usually class work goes home and home work comes to class, a scenario referred to as ‘education tsunami’. Aside the psychological and ethical problems arising from this scenario, preliminary studies carried out among Nigerian tertiary institutions revealed that most students tend to feel their fingers burnt out when they fail to get expected results from the exercise (enrolling in a Massive Open Online Course ‘MOOC’ programme). While employing the traditional methods of rational critical analysis in philosophy to interrogate, and analyze the major contending arguments on the place and relevance of MOOCs in Nigeria’s 21st century educational development, preliminary investigations show an increasing number of students dropping out of MOOCs programmes as a result of problems ranging from distancing phobia and unnecessary anxiety. The flipped classroom model is however recommended as a method which institutions and educators need to embrace since it offers a win-win situation for both students and facilitators.

Keywords— *Development; Flipped Classroom; MOOC Programmes; Online Education; Tertiary Institutions; Rational Critical Analysis insert*

I. INTRODUCTION

One of the most outstanding developments in the turn of this century is the idea and a quest to attain the highest global education rate for the world in the nearest future. This

development has jumpstarted a revolution in global online higher education. The thought of this idea excites and leaves one extremely hopeful about the future of every individual in the world. Think about what a world full of educated people would be like. Indeed, the idea of a global education will liberate more people out of poverty since this development will provide affordable and in most cases free education which increases an individual’s chance of getting a job or improving on the job they already have. Contemporary researchers [1, 2, 3, 4, 5] have among other things, argued that “nothing has more potential to unlock a billion more brains to solve the world’s biggest problems.” Majority of these researchers are in agreement on the vehicle through which this feat can be achieved (the platform which will act as the spring-board from which accessible higher education can reach interested individuals. Of the various platforms suggested, the Massive Open Online Course, or MOOC for short, is most preferred and is currently undergoing further developments by the likes of Stanford University and Massachusetts Institute of Technology and companies such as Udacity, Coursera, Wiz IQ, edX, UPEX, iversity, Stanford Online, and Etcetera[6]. In a report by Daphne Koller, Ng, Doand Chen [7]. On Coursera, it was stated that:

In 2012, the typical Coursera massive open online course (MOOC) enrolled between 40,000 and 60,000 students, of whom 50 to 60% returned for the first lecture. In classes with required programming or peer-graded assignments, around 15

to 20 % of lecture-watchers submitted an assignment for grading. Of this group, approximately 45 % successfully completed the course and earned a Statement of Accomplishment. In total, roughly 5 % of students who signed up for a Coursera MOOC earned a credential signifying official completion of the course [7].

In another report by Friedman [8] a study conducted at Stanford, it was noted that:

... about 300,000 people were taking 38 courses taught by Stanford professors and a few other elite Universities. Today (Jan, 2013), they have 2.4 million students, taking 214 courses from 33 Universities, including eight international ones [8].

In a similar study carried out on edX , [9]. It was noted that:

“edXa non-profit MOOC which Massachusetts Institute of Technology (M.I.T) and Harvard are jointly building, has since the month of May, 2013, had 155,000 students from around the world who have taken edX’s first course: an M.I.T. intro class on circuits. “That is greater than the total number of M.I.T. alumni in its 150-year history...” [9].

From the trends recorded in the above behavioural pattern and the availability, affordability and accessibility of MOOCs which are made available via the global online education network and powered by the internet, researchers believe that this platforms will in no distant time, reach a much broader demographic range with all the privileges, advantages and opportunities that go with an educated community. In all, online studies are being projected to be able to give millions of students’ access to the best lectures and teachers in specialized fields of profession and endeavour. It is already on record that hundreds of thousands of interested learners have been privileged to take classes in physics, Robotics and in accounting by Walter Lewin of M.I.T, Sebastian Thrun of Stanford University and Norman Nemrow of Brigham Young University respectively. Classes with this world acclaimed specialized professors - for most students – will be an experience, which may linger with them for a life-time.

While not undermining the huge advantage which this modern and global technological advancement is poised to bring on humanity and to the greater populace desiring to advance their knowledge, this study is focused on identifying and assessing the degree of harm which global online education is beginning to have on the product of education and the education process. There is also the adverse psychological and sociological implication which has gone unnoticed among subscribers and facilitators of this innovative platform (MOOC), all these are critically analyzed in this paper.

In considering the dilemmas associated with this new platform of acquiring fresh knowledge for empowerment (MOOC), this study pays closer attention to what the state of online education in named institutions of learning is like. An analysis of some of the adverse implications and effects of adopting MOOC as a platform for administering and disseminating knowledge in named institutions shall be carried out.

II. CONCEPTUAL CLARIFICATIONS

Some of the concepts considered for this study include: Education, MOOCs Tertiary Institution and Dilemma.

A. Education

This study perceived education as the major drive for any kind of professed empowerment; as in political power, financial power and intellectual power. The direct or indirect access to capital makes all the above mentioned avenues to empowerment possible. By the use of the term “*capital*” in this study, we refer to the *Latin* root word *Capitas* or ‘Knowledge in the head’... when someone is *de-capitated* it means that their head had been cut off. Well from the word ‘*capitas*’ you get “capital” which is rooted in what you have in your head [10]. This is why education is perceived as the right knowledge you have in your head which gives you the capacity to display wisdom.

On the meaning of education, it has been inferred that the word "Education" is derived from the Latin term "*Educatum*" which when translated means ‘the act of teaching or training’. Another set of intellectuals suggest that education comes from the Latin word "*Educare*" which means "to bring up" or "to raise". The same Latin word has also been translated to mean “to come out” or to lead forth”. From these inferences, it can be deduced that education seeks to nourish the good qualities in man and draw out the best in every individual. Education therefore seeks to ignite innate capacities. This study argues that any method of education which does not succeed to “bring up” or “to raise” the right kind of knowledge, intention, motivation, boldness, and or ignite the quest to know more, will fall short of qualifying as *education*.

B. MOOC

Special appreciations to Late Professor Kunle Amuwo, of the Department of Political Science and International Relations, Covenant University, Ota Nigeria.

“In 50 years... there will be only 10 institutions in the world delivering higher education and Udacity has a shot at being one of them.” – Sebastian Thrun, Udacity CEO, March 2012 [11].

The acronym ‘MOOC’ stands for Massive Open Online Course. It simply refers to “online courses designed for hundreds or thousands of learners as the courses are open for everybody” [12]. In a study conducted by MaAuley, Stewart, Siemens, Cormire [13], they noted that MOOC is:

An online phenomenon gathering momentum over the past two years or so, a MOOC integrates the connectivity of social networking, the facilitation of an acknowledged expert in a field of study, and a collection of freely accessible online resources. Perhaps most importantly, however, a MOOC builds on the active engagement of several hundred to several thousand “students” who self-organize their participation according to learning goals, prior knowledge and skills, and common interests. Although it may share in some of the conventions of an ordinary course, such as a predefined timeline and weekly topics for consideration, a MOOC generally carries no fees, no prerequisites other than Internet

access and interest, no predefined expectations for participation, and no formal accreditation [14].

Courses taken on this platform usually come with the option of free and open registration. They also come with a publicly shared curriculum with open-ended outcomes. MOOC sort of integrates a kind of social network scenario with accessible online resources, which are more often than not, facilitated by professionals and leading practitioners in various fields of study. One of the most significant features of MOOC is that it is built or designed to allow learners build and structure their own schedules and learning goals, common interests, prior knowledge and skills. Our discussion of MOOC's will focus mainly on assessing how this platform has lived up to the purpose for which it emerged in the field of 21st century education.

C. Dilemma

The word *Dilemma* when interpreted from the Greek meaning (*Di-Lemma*) could be construed as "double problem" a situation where a problem is said to offer more than one favourable solution [15]. There are various kinds of dilemmas: *Ethical, Double blind, Extortion and Fairness* dilemmas. The dilemma that we shall focus on is the *ethical dilemma* which basically bothers on the complex situation that often involves an apparent mental conflict between moral imperatives in which accepting a state of affairs ethically will be tantamount to transgressing the other [16]. This study generally argues that the advantages which MOOC proclaim to offer is indeed a curse in disguise due to the commensurate harm - studies have shown - it has the capacity to cause, a fact which most researchers have failed to take notice of while in their euphoric celebration of a new instructional paradigm.

III. MOOC & MODERN EDUCATIONAL TRENDS IN NIGERIA

It is on record that Nigeria is taking steps and procedures to make the value and quality of education better than what it was some decades ago. In the light of the initiatives taken towards implementing innovative and technological changes in the field of education, the nation had taken giant strides to correct and improve the flaws which had for long weighed the education sector down. The poor structure, which had burdened the brick and mortar educational system, was beginning to experience a boost by virtue of new technologies injected into the existing system of education. The introduction of online education in so many of its sectors no doubt, has further consolidated the efforts the government is making towards drastically reducing mass illiteracy and to increase in strength, the number of persons who can have access to education designed to improve their quality of living and /or wellbeing at any point in time.

Numerous initiatives have been taken to promote online education in the country. One of such recently lunched initiative in Nigeria is the platform put in place by *Exolve Technologies*. Their platform, at little or no cost, sets out to provide up-to-date online learning tools such as the virtual class room, which makes it possible to interact and learn from foreign experts in whatever field of their choice. Other tools that have been integrated in most schools already include: Personalized Content Creator, Real Time Virtual Classrooms, Webinars, Live Videos, Electronic White Boards, etc.

The innovation in education has transformed the formally called sandwich programmes to what is now preferably called Distant Learning Education (DLE). Ivory Universities in Nigeria such as The University of Nigeria Nsukka, Obafemi Awolowo University, University of Ibadan, The National Open University of Nigeria, *etcetera* are some of the Universities that have taken serious measures to start their online distant learning programmes. Reports generally indicate [17] that the work force (working professionals), senior citizens, home makers and even young students seeking to acquire fresh degrees or certificate to enhance or improve their job positions, promotions and a better life for the future, have all taken advantage of these innovations in the Nigerian education sector. The troubling question however is. Are the online platforms boosting the quality and efficiency of development in education among Nigerian institutions or are the platforms facilitating the service of other institutions abroad?

A. Distant Learning Activities in Selected Nigerian Universities

The preliminary survey carried out for this study revealed that while online platforms are fully and well established in the Eastern and Western world: USA, UK, Asia, Europe and North America, the distant learning programme in tertiary institutions of Nigeria, areas till at the ground breaking stage. The entire educational system recently suffered some setbacks when the NUC ordered and suspended all part-time institutions of learning in Nigeria who had before the time of suspension in 2012, had directly or indirectly involved themselves in the business of conducting distant learning programs via various platforms, one of which is the online distant learning platform. This hitch and many more like it seem to constitute the story and history of online distant learning programmes in Nigerian tertiary institution.

A close study undertaken in the University of Ibadan revealed that online activities at the Diploma and the Degree levels has spanned over 2 decades with a total turnover of about 6,000 students graduating in different fields of human endeavour [18]. Special organisations such as *Socketworks* Nigeria and a few others are examples of organizations that have been contracted to provide the technology and the platform for running online programmes. A close study of other institutions: The University of Nigeria Nsukka, Obafemi Awolowo University, University of Ibadan, The National Open University of Nigeria, indicates that they all seem to have the same excuse for not having a global online platform for administering their courses and programmes in their various Universities. Interviews conducted and data collected seem to corroborate reports provided by the National Centre for Education Statistics. The results of the survey gathered offered the following reasons: (1) Inappropriateness and the issue of quality, (2) reasons of cost and technological incapability's and (3) Reasons of necessity as some of the reasons offered as explanation to why online education in Nigeria had not taken roots. A few of these reasons are further explained below:

1. 44% of respondents (Institutions) who in 2001 had not offered online education, and was not also planning to offer such service in the next 6 years, claimed their reason had to do with conflicting issues

arising from their original vision and mission on which their institutions were founded upon.

2. 22% of schools officials displayed a substantial degree of lack for instituting distant learning educations courses in their institutions.
3. The same report noted that about 26% respondents up held concerns about the need to sustain the quality of the knowledge transferred via these platforms as major factors influencing their decisions not to float distant learning / online schools/programmes.
4. Most of the institutions interview noted that one of the major reasons for their setback is their inability to appropriate the enormous cost implications of developing a functional online and distant learning programme.
5. The fact that the online formant isn't just ideal for all learners was also emphasized by some institutions. Person who know they have problems with motivation, procrastination and others, who cannot do without always needing supervision, will certainly not be able to cope with the online platform for studying [19].

Other reasons such as: employers lack of value for (or acceptance of) online degree; inability of the persons concerned to getting accustomed to new technologies, are some of the other reasons that have been adduced for the poor outing with the global online initiatives by these great institutions of learning in Nigeria. However, the other part of the survey reveal that a commensurate number of Nigerians; both the young and the advanced professional seeking to expand his/her horizon and marketability in the labour market, have all had to take advantage of the more established global online platforms for distant learning educations in the 'none-profit' and in the 'for profit category abroad to meet their career and educational development needs.

The place of instituting successful MOOC platforms in the Nigerian educational system, from the forgoing arguments, has therefore been perceived to be untenable in the nearest future, since her economy for instance is not as advanced as that of the United states of America where Universities like Harvard and MIT are self-sustaining enough to the extent that they could afford to jointly committee Sixty Million US Dollars (\$60,000,000.00) to a cause which is directed at offering free online courses [20] to desiring students all over the world. One of the few Universities investigated for this study- such as the University of Ibadan – is known to charge a reasonable fee for the online distant learning Degree and Diploma programmes which she offers students who are willing to pay the price. The authors believe that only when Nigeria's economy improves and the standard and quality of education improves, before one can begin to conceive of the idea of implementing any form of MOOCs as an ideal educational platform for successfully bringing to bear the goals and aspirations of education in the country.

IV. THE DILEMMA OF MOOCs ON EDUCATION

“We were on the front pages of newspapers and magazines, and at the same time, I was realizing, we don't educate people as others wished, or as I wished. We have a lousy product.... It was a painful moment.” Sebastian Thrun, Nov. 2013 [21].

Online education today is not new. Records show [22] that online degree programme started in the University of Phoenix in 1989, by 2007, it was recorded that four million students had taken at least one online class during the fall of that year. However, the most interesting thing now is that there seems to be a craze among the elite, pace-setting Universities to embrace and embark on the use the internet for administering full scale online courses, which used to be only interesting experiments a while ago [23]. It is obvious that for these elite Universities: University of Phoenix, Harvard, Massachusetts Institute of Technology, Stanford University, Michigan, Penn, Yale and Princeton, etc., are some of the few Universities that have now embraced online activity as a core aspect of their future academic pursuit, one they are willing to invest huge sums of money in. In May 2012 for instance, Harvard and the Massachusetts Institute of Technology committed \$60,000,000.00 to offer free online courses from both Universities [24]. The seeming craze at which these elite Universities made serious commitments towards online education was what caused the President of Stanford; Johns Hennessy to express shock at the emerging trend of events. His exclamation was captured in an article by Ken Aultta in *The New Yorker* as:

There is a Tsunami coming... What happened to the Newspaper and magazine business is about to happen to higher education. [25].

Several other writers: [26, 27, 28] have viewed the coming change with trepidation.

Will online learning diminish the face-to-face community that is at the heart of the college experience? Will it elevate functional courses in business and marginalize subjects that are harder to digest in an online format, like philosophy? Will fast online browsing replace deep reading? [29].

Where it is established that a few professors can make lecture presentations to millions at the same time, what now happens to the remaining members of faculty? Will one professor be able to sustain and maintain the academic standards and rigorous nature of studies anticipated at this level? What happens to the students who do not have enough enthusiasm to stay glued to his computer for hours on end? What degree of communication is captured, established or lost during these sessions- eye contacts moods and gestures – especially when you are not actually in a room with a fervent tutor and learners?

Some of the above reasons perhaps explains why Cary Nelson, the past President of the American Association of University Professors (AAUP) appealed that MOOCs are not a dependable platform for providing identifiable knowledge, affirming that "It's fine to put lectures online, but this plan only degrades degree programs if it plans to substitute for them" [30]. In the same vein, Sandra Schroeder, the chairperson of the Higher Education Program and Policy Council for

the American Federation of Teachers (AFT), conveyed her apprehension when she said that: "These students are not likely to succeed without the structure of a strong and sequenced academic program" [31].

Following the fears and apprehension arising from the astronomical adoption and implementation of MOOC as the platform and future path way for advancing education, institutions and Universities such as Amherst College, Duke University, and San Jose State University, all expressed dissatisfaction on issues varying from incompatibility of courses issues, issues surrounding different models of teaching, the issues surrounding a Westernized curriculum, issues surrounding the quality and standards of courses, the issues of failing to reach the very audience MOOC were designed for and issues surrounding maintaining standards of examinations administered and on issues of inequality in quality of education [32, 33, 34, 35]. These fears and criticism notwithstanding, there still seem to be a massive surge and a scrambling among most Universities and institutions to be one of the first to join in the next big thing that is happening in the world of education industry [36]. It has been reported that dozens of institutions in Asia, Europe, Mexico and Canada have been listed among those that have formed partnerships with some of the biggest names in the business of providing MOOC services in America [37]. This unbecoming behaviour has caused some researcher to wonder whether the academia was going to be muzzled out by MOOC [38, 39]. These scenario has resulted in the publishing of articles with titles such as: "A Future With Only 10 Universities" – by Audrey Watters; "What's Right and What's Wrong About Coursera-style MOOCs," "MIT and Magic" – by Tony Bates; "MOOCs: Not There Yet" and "MOOCs are a Fundamental Misperception of How Teaching Works" – both by Mark Guzdial.

A. The Problem of Learning or Cheating with MOOCs

Cases of plagiarized papers are one of the problems which online educators must grapple with. The social sciences and some of the science disciplines have been known to record cases of ambitious students who stop at nothing to make high grades. They are often known to start a class with fictitious names in order to get familiar with the questions. The exams are later repeated with their real names, this time with a better chance of making higher grades in the test or examination. Sebastian Thrun, founder of *Udacity*, observed that they have not been able to find ways of knowing with certainty, whether assignments submitted by registered students in an online class, match their actual capabilities. He therefore concludes that "providers of massive open online courses (MOOCs) who desire to offer formal credentials to graduates, must first come to terms with the kind of strategies they 'll need to put in place to verify students submitted work online" [40].

B. The Problem of Concentration with MOOCs

The alarming movement from the normal classroom learning activity and methods of teaching to online education now constitutes a dilemma for educators in the education industry. A study from communication research and philosophy tends to highlight the existence of the *distancing effect*, a problem which affects students who are separated in time and place by the use of MOOCs. This separation, studies

show [41, 42, 43, 44], often has adverse effects which include: a reduced understanding for the wellbeing of the human person among others. Consequently, researchers such as Russell [45] has identified and examined the psychological implications of the use of MOOCs for online students. Russell argues that "when computers or other forms of electronic media mediates human experiences during the process of learning, they tend to produces related tendencies such as moral distancing, psychological distancing, media richness, and psychological propinquity" [46]. Rubin similarly argued that:

...technology increases the propensity for unethical conduct by creating a moral distance between an act and the moral responsibility for it. This position, known as the *Moral Distancing Hypothesis*, draws on earlier pre-Internet theories [47].

From an ethical perspective, the implementation of online pedagogy usually causes harm by reducing the empathy that one person should feel for another in a civilized community. It is against this background that Palmer, from the light of the above studies, observed that learning experiences done in the traditional classroom setting seem to be the best and ideal way learning and education. In his words:

Face-to-face communication would appear to remain the idealized form of interpersonal communication, embodying all the features which humans developed to facilitate the rapid, explicit, and implicit negotiation of relational information [48].

Another dilemma considered worthy of note in this study is that which concerns the achievement of cognitive objectives and learner satisfaction. In a study by Inglis, [49] it was argued that "while online teaching is suitable for transmitting knowledge, it struggles to address the Affective Domain". Evidence in support of this view is vividly stated in the choices made with regards the subject matters reported in some comparative studies made in the previous pages [50]. This study observed that projects done in the traditional brick wall class room were not seen as significantly different in quality when assessed.

Another dilemma considered here is that which concerns the 'the quality of education'. Most distant education learning outfits exist for the sole purpose of making profit rather than pedagogy. The main subject of discussion in such organisation is 'increased market share profits' rather than to increase teaching quality. Technology therefore is more of an instrument for control and domination [51]. To support his claims, the authors cite Lewis Mumford, who wrote as early as 1936 in *Technics and Civilization* that: "the aim of many of the primary inventions was not technical efficiency, but business, or power over other men".

C. Two Way Communication in MOOC

One of the major problems which providers of MOOCs tend to overlook is the problem of how to blend online information with face-to-face discussion, tutoring, debate, coaching, writing and projects. In the section where we clarified the terms used in this paper, we noted that the term 'education' refers to those actions which are directed towards "bring up" or "to raise" (i.e. elicit) the right kind of knowledge, intention, motivation, boldness which ultimately

ignites the quest to know more in an individual. That stated, this study notes that the kind of pleasure received from seeing and hearing a live orchestra play in a music theatre, is often quite different from the kind of pleasure that could be communicated to (and consummated by) the same or another individual who only listens or sees the same kind of music via a recorded music or audio device. The same differences apply when one is engaged in a live and immediate teaching in a conventional classroom; compared to when teaching or learning is administered via an online platform. All over the world, the science of *communicology* is one discipline questioning these problematics. Studies on MOOC's indicate that it is another area where the USA has fallen way behind in the last decades [52]. Online educations and activities tend to fail a lot in its effort to fulfill the basic objectives which the art of educating prescribes. Where and when the desired knowledge is not communicated after an exercise, then the exercise, in this case, the activities of MOOC has failed in its bid to satisfy the requirements for basic education. A onetime software teacher for a big software corporation, who taught classes in brick-wall settings but now also teaches students online recalls his experience with the communication problem as stated below:

I can say that the biggest difference for me has nothing to do with nonverbal communication from me to the student. It's the lack of nonverbal communication from the student to me that has always worried me the most. Rare is the student that is psychologically capable of raising his hand and "interrupting" the lesson in progress to say, "I don't understand." Instead what happens so much more often is a furrowing of eyebrows, a tilt of the head, or a hesitantly half-raised hand. This is the moment for an instructor to know that you have to pause and explicitly create space for a question. But online, you are asking remote students to take action that says, even if silently, "I don't understand." In the classes that I teach online now, most often that moment does not come until days later [53].

The argument here is not that the problem posed in unsolvable, but the point being made is that, it is a problem that nothing serious is being done about it right now. We cannot also say for sure how providers of MOOCs tends to foster and replicate the kind of communication that goes on in a college community through on-line teaching by distinguished professors. The truth is that trying to teach a course on-line is at best only half the picture. The real question is, "can on-line learning also connect the students as efficiently as it is done in a physical community? Software engineers have confirmed that the technology is now in place to do it...but will it work?" [54].

V. FURTHER DISCUSSIONS AND CONCLUSION

As the study begins to wind down, the authors wish to note that on-line studies basically reduces the standards and the quality of education given, due to the massive number of participants that are engaged in these programmes per time. Testimony of students taking on-line courses will perhaps further buttress this point;

I have tried a lot of these new online courses that have been created but I still think they have missed the point, the point that Khan academy got right. I don't want to plan my life

around weekly assignments. I keep getting emails about assignment deadlines, causing unneeded anxiety which puts off the whole learning experience [55].

There is largely an enormous difference between teaching/studying on-line and teaching/studying in a brick wall environment. The issue we think rather boils down to *the naïve notion that more is necessarily better*. The ease at which mediocrity is rewarded from this platform is rather alarming and frightening. A face-to-face social learning setting has the capacity to inform the mind. The mind here is uncovered, identified and enhanced by close and real time interactions with competent and experienced faculty; online learning on the other hand is efficient at aiding the already formed mind fill up on realities essential to deal reasonably and ethically with the self and others. If you try to fill up an unformed mind with facts, what conclusions will that mind draw? What moral standards will that mind apply to those facts? What will be the resulting behaviour? Exposing minds not ready to grapple with realities of life only leads to the scenario which this study has tried to establish in the arguments so far.

On-line learning no doubt will bring about a return to what Jim Muller calls "an insular, provincial, tribe-oriented perspectives" [56] which is precisely what is not need in this expanding and emerging global community. In trying to acquire a knowledge that is foreign to you, it helps if you can write the words and say the words, it helps if you can also hear the word and see the word. This is because it has been proven that the mind works better when all the senses are collectively engaged together. The community where this socialization takes place can therefore not be over emphasized. How the community aspect of the learning environment in a University for instance, intends to replicate in an on-line platform, is what the authors in this study cannot really phantom. However, one known fact is that an online learning experience cannot successfully and effectively connect students the way a physical community engages students. This study therefore earnestly upholds the need for the continued adoption of the *face-to-face contact* methods with caring and knowledgeable faculty carrying out the duties of teaching and educating students if the dilapidating state of education all over the world will be addressed.

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