

Evaluating the Feasibility of Collaborative Teaching through Digitized Home Visit Education Service (DHVES): Delivering Online Remedial Classes with a Parent as a Learning and Teaching Assistant

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Abstract:- UniteUniques Institute for Inclusion (OPC) Private Limited is continuing its study on the startup concept of “Digitised Home Visit Education Services” (DHVES) (Sathya D H, 2024). In our initial feasibility study, "Feasibility Testing of Digitised Home Visit Education Service (DHVES) Core Model" (Sathya D H, 2024), we found DHVES to be a viable and effective method for providing educational support to students, especially those with special needs or facing barriers to traditional schooling. This descriptive paper provides details of our second feasibility test, which evaluates the feasibility of collaborative teaching through DHVES by delivering online remedial classes with a parent as a learning and teaching assistant. A trial online session was conducted for a 10-year-old boy with a learning disability, with his mother assisting while the special educator conducted planned activities and a passive observer silently watched the session. The session was recorded, and all participants shared their experiences via questionnaires. Three video reviewers also shared their observations through questionnaires, which served as data for the study. This qualitative research was analyzed using the concept analysis method. The findings indicate that conducting online remedial sessions with students joining via mobile phone can engage them in learning activities meaningfully. The study also revealed that online learning sessions supported by a parent or family member have significant advantages. However, the results cannot be generalized as the feasibility testing was conducted with only one case. We will continue to explore various aspects of DHVES to develop it into a successful alternative education system for students who require educational services at home.

Keywords:- Digitised Home Visit Education, Home Education Support, Accessibility, Learn from Home. Online Education for Students with SEN.

I. INTRODUCTION

UniteUniques Institute for Inclusion OPC Private Limited is pioneering a groundbreaking digital platform, the Digitized Home Education Service (DHVES)(Sathya, 2024a), designed to transform remote learning and therapy.

DHVES aims to bridge the gap for students who require or prefer home-based education by connecting them with qualified educational and therapy professionals (Smith, 2023; Johnson, 2022). The core model of DHVES is based on a collaborative approach. A special education professional joins online sessions and works in tandem with a locally trained resource teacher who is physically present with the student. This synergy ensures the effective delivery of educational and therapeutic interventions (Williams, 2021).

Recognizing the advantages of having a family member take on the assistant role rather than appointing an external assistant, we conducted a pilot study titled 'Evaluating the Feasibility of Collaborative Teaching through Digitized Home Visit Education: Delivering Online Remedial Classes with a Parent as a Learning and Teaching Assistant.' This paper details the study and its findings.

➤ Rationale:

Providing online special education and therapy with an off-site assistant, who could be a family member or an appointed person, is a novel educational service concept (Brown & Green, 2022). While existing literature references teletherapy and online education for students with special needs, there is a gap in research on online collaborative home education services (Adams, 2020). UniteUniques Institute for Inclusion recognized the necessity of conducting studies to generate new knowledge and contribute to the scientific literature. This series of studies aims to explore various aspects of Digitized Home Visit Educational Services (DHVES) to develop a professional system with guidelines for professionals and parents, particularly within the Indian context (Sundar, 2021).

Despite many Indian mothers having good academic qualifications, they often prefer to hire tutors rather than assist their children with academic learning at home. This presents a significant challenge for parents of children with special needs in finding qualified special educators who provide home visit tutoring, especially in small towns and villages (Kumar, 2019). While some special educators in cities offer freelance home education services, availability is limited outside urban areas (Patel, 2018).

We have identified several advantages in involving a family member to assist the student during online sessions rather than appointing an external assistant. Appointing an external assistant requires verifying their conduct, creating a coordination system among the institution or special educator, the parent, and the assistant, training the assistant to work with the child, interacting with family members and the neighborhood, establishing an employee policy, and managing various administrative tasks. These tasks can be cumbersome and increase the cost of the service for parents (Garcia & Lee, 2017). Additionally, the session schedule must accommodate not only the student's and special teacher's availability but also the convenience of the assistant.

When a family member takes on the assistant role, many of these administrative and logistical challenges are minimized (Chandra, 2016). This approach not only reduces costs but also streamlines the coordination and scheduling of sessions. Hence, the feasibility of Collaborative Teaching through Digitized Home Visit Education: Delivering Online Remedial Classes with a Parent as a Learning and Teaching Assistant has been tested.

➤ Research Question:

Is it feasible to conduct collaborative teaching through Digitized Home Visit Education by delivering online remedial classes with a parent as a learning and teaching assistant?

➤ Participants of the Study:

- **Student:** The participant was a 10-year-old male in the fifth grade, attending a mainstream school. He was diagnosed with Borderline Intellectual Disability (ID), Learning Disability, Attention Deficit Hyperactivity Disorder (ADHD), and Oppositional Defiant Disorder (ODD).
- **Parent:** The student's mother, a female with an MBA, was a homemaker with no prior teaching experience.
- **Special Educator:** A male with a B.Sc in Psychology and a Diploma in Special Education, bringing 12 years of experience in the field.

- **Passive Observer:** A female with an MBA, and also a homemaker with no teaching experience.
- **Video Reviewer:** A male with a background in engineering, business development strategy, and writing, with 5 years of experience.
- **Participant Selection:** There were no specific criteria for selecting participants; they were chosen based on convenience.

This diverse group of participants provided comprehensive insights into the feasibility and effectiveness of the Digital Home Visit Education Service (DHVES) model with family member collaboration.

II. TESTING METHOD

A. Conducting a Trial Session

➤ Testing Plan:

- **Inform and Consent:**
 - ✓ Inform the parent about the purpose of the study.
 - ✓ Obtain consent for participating in the study.
 - ✓ Collect details of the student participant.
 - ✓ Discuss the activities to be given during the testing.
- **Preparatory Session:**
 - ✓ Conduct an online preparatory session.
 - ✓ Explain to the student and his mother what the testing session will entail.
- **Trial Online Session:**
 - ✓ Conduct a trial online session.
 - ✓ Record the session.

This method ensures that participants are well-informed and prepared, leading to a smooth and effective trial session.

➤ Description of the Testing Setup:

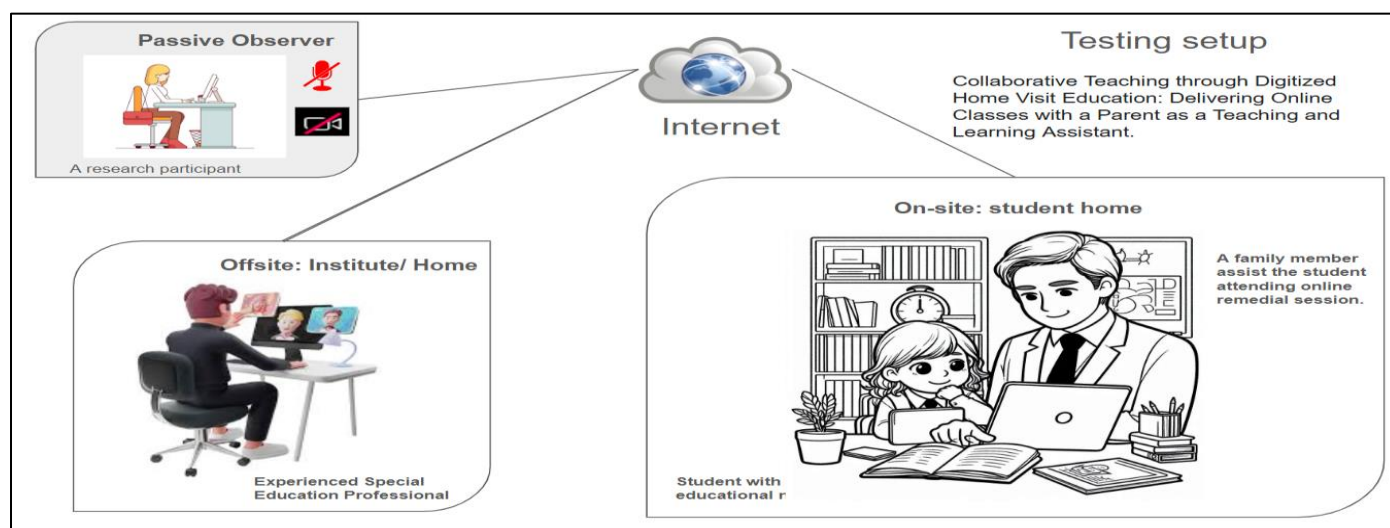


Fig 1 The Testing Setup

The testing setup is essentially the core model of the Digitised Home Visit Education Service (DHVES) (Sathya, 2024a) except for a passive observer. The passive observer joined the session to watch and share his/her observation on the feasibility of collaborative Teaching through the Digitized Home Visit Education Service: Delivering Online Remedial Classes with a Parent as a Learning and Teaching Assistant.

The image illustrates a testing setup for collaborative teaching through digitised home visit education. It shows the delivery of online classes with a parent acting as a teaching and learning assistant. The setup is divided into three sections:

- **Offsite: Institute/Home:** This section depicts an experienced special education professional working from an institute or home. The professional is seated at a desk

with a desktop computer and a monitor, engaging in the testing online session.

- **On-site: Student Home:** This section shows a student with educational needs at home, being assisted by a family member during an online remedial session. The setting looks like a conducive learning environment.
- **Passive Observer:** This section shows a research participant sitting at a desk with a computer. The participant's microphone and camera are turned off, indicating a passive observation role.

The image emphasises a model for remote education, particularly for students with special educational needs, highlighting the collaborative role of family members and professionals in the learning process.

➤ The Actual Testing:

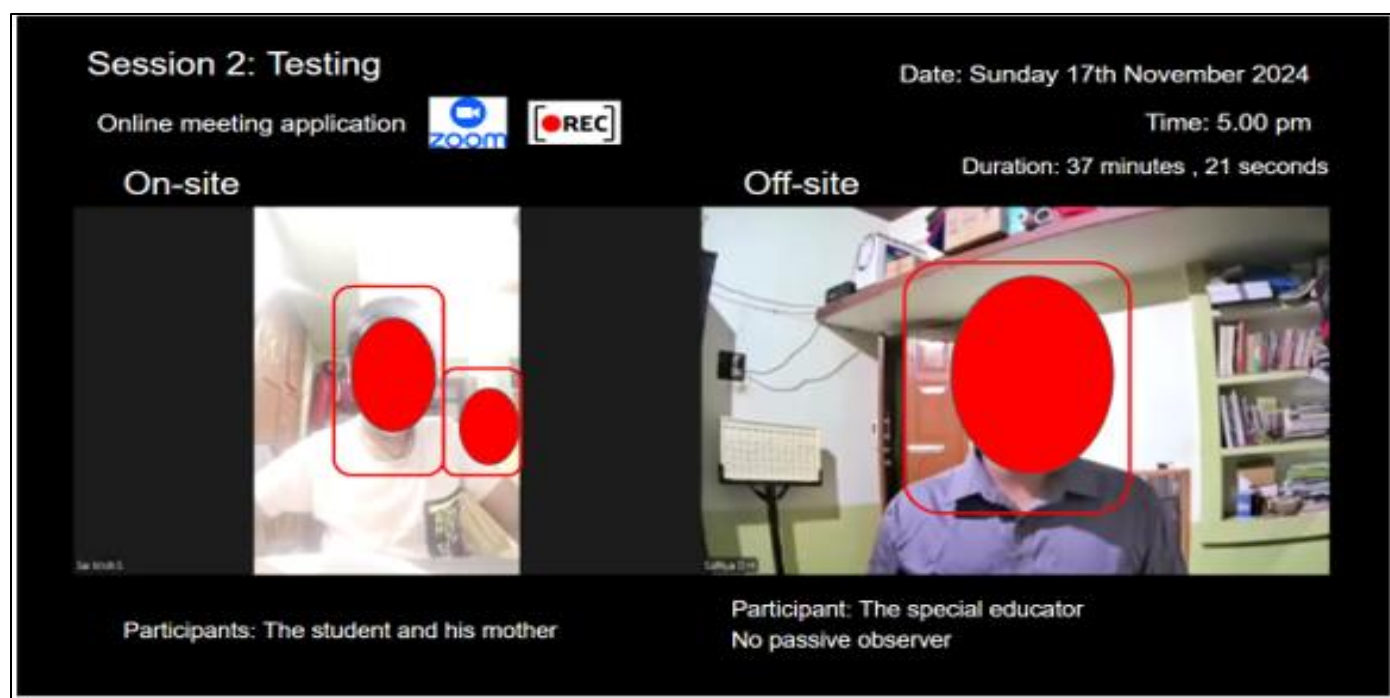


Fig 2 The Actual Testing

The image is a screenshot of an online meeting session titled "Session 2: Testing," which was conducted using the Zoom application. The meeting took place on Sunday, 17th November 2024, at 5:00 PM, and lasted for 37 minutes and 21 seconds.

➤ The Screenshot is Divided into Two Sections:

- **On-site:** This section features two participants, a student and his mother, engaging in the session from home. Their faces are blurred for privacy.
- **Off-site:** This section shows a special educator participating in the session from a different location, likely an institute or home office. The educator's face is also blurred, and the background includes bookshelves and various items, indicating a home or office environment.

- **Passive Observer:** A research assistant participated in the testing session but is not shown in the screenshot.
- **Note:** During the testing, only the special educator used a desktop computer, both the student and the passive observer joined using mobile phones.

➤ List of Planned Activities:

- **Reading a Poem:** "See the Bug"
- **Maths:** Subtraction and Addition
- **Tamil:** Reading Comprehension
- **Dictation:** Fry's Sight Words (10)
- **Colouring:** Colouring the Shapes
- **Drawing:** Draw a Man
- **Copying:** Near Point Copying
- **Reading Comprehension:** A Fun Day on the Farm with Tim and Lily



Fig 3 Activity Sheets

➤ **Questionnaire:**

After the trial session, all research stakeholders filled out their respective questionnaires. The total number of items in the questionnaire was 80, distributed across different stakeholder groups as follows:

• **Student Experience Report Questionnaire:**✓ **Number of Items:** 14 (SQ1-SQ14)• **Parent Experience Questionnaire:**✓ **Number of Items:** 19 (PQ1-PQ19)• **Special Educator Questionnaire:**✓ **Number of Items:** 20 (SEQ1-SWQ20)• **Passive Observer Questionnaire:**✓ **Number of Items:** 13 (POQ1-POQ13)• **Video Reviewer Observation Questionnaire:**✓ **Number of Items:** 14 (VRQ1-VRQ14)

These questionnaires were designed to capture each participant's perceptions, ensuring comprehensive insights into the trial session's feasibility of the DHVES model with family member collaboration.

➤ **Instructions for Filling Out the Questionnaire**

Participants were provided with a sample to understand how to fill out the questionnaire.

• **Fig 4: A Sample - How to Fill Out the Questionnaire**➤ **Sample Response:**

"Although the device and its audio and video functions required a check, I did not perform one since I regularly use the computer. I informed the student of the time and sent reminders through his mother. I prepared reading, reading comprehension, math, drawing, and colouring worksheets for the session. I scheduled a Zoom meeting and shared the link with the student's mother on WhatsApp."

SEQ3. Please select the preparations needed to join the session:

- ☐ Ensure a stable internet connection
- ☐ Test audio and video equipment
- ☒ Arranged necessary materials (e.g., pen, paper)
- ☐ Find a quiet, distraction-free environment
- ☒ Create and send the meeting link
- ☒ Helping the student to get ready for the session
- ☒ Other: **Although it required a check of the device...**

Fig 4 shows item 3 of the Special Educator Questionnaire. The response is given in descriptive text, Using the options provided in the checkbox list as cues.

➤ *Let's take a Closer Look at the sample Response:*

- Ensure a stable internet connection
- Test audio and video equipment
- Arrange necessary materials
- Find a quiet, distraction-free place
- Create and send the meeting link
- Help the student get ready

If the special educator needed to describe their preparation process and address the 3rd, 5th, and 6th options (Arrange necessary materials, Create and send the meeting link, Help the student get ready), they would mark these options to use as cues for writing their response.

This comprehensive approach ensures participants understand how to accurately and thoroughly complete the questionnaire.

III. DATA ANALYSIS

➤ *Method: Qualitative - Content Analysis*

The responses from individual questionnaire items were analysed in the following order:

- The student's experience report
- The parent's experience report
- The special educator's experience report
- The passive observer's observation report
- The video reviewer's observation report

➤ *Steps:*

- **Transcription:** Converting audio or handwritten responses into textual form.
- **General Findings:** Describing the responses in suitable headings.
- **Key Findings from Each Participant:** Highlighting significant insights from the data.
- **Overall Key Findings:** Extract the main points from the key findings of all participants.
- **Conclusion:** Summarize the overall findings and their implications.

This structured approach ensured a thorough and systematic analysis of the collected data.

➤ *A sample Transcription:*

SQ3. What did you need to do to get ready for the session?

SR3: He responded that he ate, used the restroom, gathered the activity sheets and stationery, and arranged a suitable place for the online session.

SR3D: The student shared with the special educator during the online session that he did not need any preparation, as his mother and the special educator would take care of it. However, in response to SQ3, he acknowledged that he needed to eat, use the restroom, get the activity sheets and stationery ready, and arrange a place for the class. His response to SQ3 indicates that he realized he needed to do a few things before joining the online session.

Fig 5 A sample Transcription

➤ *General Findings from the Student's Response:*

Coordination and Preparation The testing session was conducted at 5 pm on November 18, 2024, a suitable time confirmed by the mother. The student attended the class using a mobile phone, seated on a chair in front of the device placed on a table, providing a comfortable and suitable learning environment (Smith, 2023).

Student's Participation and Preparation The student shared that he did not need preparation as his mother and the special educator would take care of it. However, he later acknowledged the need to eat, use the restroom, get activity sheets and stationery ready, and arrange a place for the class, showing an understanding of preparation (Brown & Green, 2022).

Parental Involvement and Support The mother played a significant role by assisting with joining the session, understanding instructions, reminding the student about homework, and ensuring it was completed correctly. She did not need to help with setting up audio and video in Zoom, but her involvement ensured smooth operations and meaningful interaction (Garcia & Lee, 2017).

Effective Session Management The student mentioned that the teacher managed the time effectively, allowed interaction, used online tools to display activity sheets, provided help, and showed understanding and encouragement. This effective management contributed to a smooth session with no internet or tech glitches (Williams, 2021).

Benefits of Parent Assistance The student believes that attending online remedial sessions with his mother's assistance can improve his academic performance. He expressed a desire to attend online classes regularly, indicating the success of the parent-assisted online session format (Adams, 2020).

These points illustrate why online sessions with parent assistance are feasible and beneficial, ensuring a coordinated, supportive, and effective learning environment (Adams, 2020).

➤ *Findings from the Parent's Response:*

Coordination and Preparation The parent's response highlights the importance of coordination in scheduling the session at a convenient time. The mother handles various preparations, including the internet connection, audio and video function, activity sheets, and coordination with the special educator (Chandra, 2016).

Student's Participation and Interest The student understood the purpose of the session, cooperated in getting ready, and showed interest in the activities. The session went smoothly without interruptions, and the AV quality was confirmed to be good (Brown & Green, 2022).

Parental Involvement and Support The mother was actively involved during the session, helping the student understand instructions, joining discussions with the special

educator, reminding the student about homework, and assisting in completing it correctly. Her presence ensured meaningful interaction and enjoyment for the students (Patel, 2018).

Skills and Assistance Needed The mother needed basic communication skills, fundamental reading, writing, and math skills. She did not feel the need for special teaching skills, as basic skills were sufficient to support the student's learning (Kumar, 2019).

Benefits and Concerns of Online Learning Parent-teacher collaboration offers several advantages, such as involvement in planning activities, ensuring student safety, participation, and productivity, sharing feedback, understanding homework, and having flexible class schedules. Despite concerns about the impact of online remedial sessions on academic performance, the mother is ready to make time and pay the fee for effective learning (Smith, 2023).

➤ *Findings from the Special Educator's Responses:*

Effective Preparation and Coordination: The special educator prepared for the session by setting up the Zoom meeting, sharing the link, and sending reminders through the student's mother. This ensured the student was informed and ready, highlighting the importance of coordinated efforts (Johnson, 2022).

Smooth Session Execution: The session proceeded without any interruptions or technical issues. The mother ensured the device was charged, data was recharged, and the audio and video functions were working properly, leading to a seamless session (Garcia & Lee, 2017).

Active Parental Involvement: The mother was actively involved throughout the session. She clarified instructions, helped plan activities, ensured the student followed directions, and provided and received worksheets, which facilitated smooth operations (Chandra, 2016).

Support in Technical Setup: The mother managed the Zoom settings and ensured the AV quality was acceptable, allowing the special educator to focus on teaching without worrying about technical glitches (Patel, 2018).

Encouraging Student Participation: The student's enthusiasm and cooperation were evident. The mother's involvement in preparation and reminders helped the student join on time and engage actively in the session (Williams, 2021).

Enhancing Learning Through Assistance: The special educator observed the student's responses and sought assistance from the mother when encountering communication difficulties. This collaborative approach ensured the student understood the instructions and completed the tasks (Brown & Green, 2022).

Developing Teaching Skills: The mother, through regular participation, developed essential teaching and

communication skills by observing the special educator. This ongoing involvement enabled her to better support her child's learning (Adams, 2020).

Addressing Individual Learning Needs: The special educator's belief in the importance of family involvement is underscored by the tailored support provided. Each student and family has unique needs, requiring individualized understanding for effective educational services (Sundar, 2021).

Improving Academic Performance: The student showed interest and was highly involved in learning activities. The support from the mother and the encouragement from the teacher fostered a productive learning environment, leading to improved academic performance (Kumar, 2019).

Cost-Effective and Personalized Support: The DHVES model offers advantages like safety, productivity, and privacy when a family member assists instead of hiring an external assistant. This approach saves money and allows for a better understanding of the student's strengths and weaknesses, facilitating effective education and career planning (Smith, 2023).

These reasons illustrate why online sessions with parent collaboration are feasible and beneficial, ensuring coordinated, supportive, and effective learning experiences (Johnson, 2022).

➤ *Findings from the Passive Observer's Responses:*

Good Audio and Video Quality: The testing was conducted on November 17, 2024, and the passive observer noted that the audio and video quality during the testing was good (Garcia & Lee, 2017).

Student's Impulsiveness and Mistakes: The passive observer noticed that the student was impulsive and making mistakes, highlighting the need for support during the session (Adams, 2020).

Mother's Assistance in Task Understanding: The passive observer observed the mother assisting the student when he couldn't understand the instructions for the task. Her involvement was crucial for the student to follow the instructions correctly (Patel, 2018).

Technical Support: According to the passive observer, the mother assisted in confirming the audio and video functionality, screen sharing, coordinating the activity sheet between the teacher and the student, and ensuring the student followed the instructions (Chandra, 2016).

Encouragement and Discipline: The passive observer emphasized that the mother needed to ensure the student listened and followed through with tasks (Williams, 2021).

Student Engagement: The passive observer noted that the student engaged in learning, interacted with the teacher, received immediate assistance from the mother, and was

interested in participating in the session (Brown & Green, 2022).

Crucial Parental Assistance: The passive observer confirmed that the mother's assistance was crucial for the student's successful participation in the online session (Kumar, 2019).

Benefits for Students with Learning Disabilities: The passive observer believes that the DHVES, in collaboration with a family member to assist both the learner and the teacher, will be beneficial for students with learning disabilities (Sundar, 2021).

Advantages of Collaborative Learning and Teaching Assistant: The passive observer identified several advantages of having a family member as a collaborative learning and teaching assistant, such as ensuring safety, enhancing student participation and productivity, sharing feedback with the teacher, understanding and following up on homework, communicating specific learning difficulties of the student, interacting with the teacher and understanding student progress, and learning teaching skills by observing the teacher (Smith, 2023).

Effective Educator Performance: The passive observer found that the special teacher was resourceful, well-planned, interactive, confident, collaborative, focused on objectives, time-efficient, and effectively used digital teaching and learning materials (Johnson, 2022).

These points illustrate why online sessions with parent collaboration are feasible and beneficial for students' learning experiences (Sundar, 2021).

➤ *Finding from Video Reviewer Responses:*

Overview by Video Reviewer: The video reviewer completed the questionnaire on November 19, 2024. He confirmed that the audio and video quality was good, clear, and easy to understand (Garcia & Lee, 2017).

Student Engagement and Mother's Assistance: The video reviewer observed that the student cooperated and engaged meaningfully with the teacher throughout the session. The mother was helpful to the student whenever needed, assisting the special teacher in understanding the student. The video reviewer noted that the mother possessed the necessary skills to understand the activity and basic reading, writing, and math skills (Williams, 2021).

Collaboration with Special Educator: The video reviewer believes that some basic skills will be sufficient to collaborate with the special educator in assisting the student. The student was actively engaged in activities throughout the session, highlighting the mother's crucial role in the student's participation. The mother knows the student well, understands the activity, and provides comfort and support by being next to him (Adams, 2020).

Benefits for Students with Learning Difficulties: The video reviewer agrees that students with learning difficulties

will benefit from online sessions when a family member joins to assist. This collaboration ensures the student's participation and productivity. The video reviewer found that the teacher was resourceful and well-planned, but also identified that while DHVES is great, it needs improvements to be more user-friendly (Smith, 2023).

IV. KEY FINDINGS

➤ *The Key Finding from the Student's Response:*

- *Coordination and Preparation:*
 - ✓ Suitable session time was confirmed by the mother.
 - ✓ Comfortable learning environment with the student using a mobile phone.
- *Student's Preparation:*
 - ✓ Importance of eating, restroom breaks, preparing activity sheets, and arranging class space.
- *Parental Involvement:*
 - ✓ Assisting with joining the session, understanding instructions, and ensuring homework completion.
 - ✓ Smooth operations and meaningful interaction.
- *Effective Session Management:*
 - ✓ Teacher's effective time management and use of online tools.
 - ✓ No internet or technical glitches.
- *Benefits of Parent Assistance:*
 - ✓ Improved academic performance with parental support.
- *The Desire for regular online classes:*

➤ *Key Findings from Parent's Responses:*

- **Coordination & Preparation:** Convenient session timing, mother's involvement in setup.
- **Student Participation:** Student's understanding, interest, and smooth session execution.
- **Parental Support:** Mother's active involvement in instructions, discussions, and homework.
- **Required Skills:** Basic communication, reading, writing, and math skills for parents.
- **Online Learning Benefits:** Enhanced safety, participation, productivity, feedback, and flexible schedules.

➤ *Key Findings from Special Educator Responses:*

- **Effective Preparation:** Setting up Zoom meetings and reminders.
- **Smooth Session Execution:** No interruptions; ensured device readiness.

- **Active Parental Involvement:** Clarified instructions and facilitated activities.
- **Technical Support:** Managed Zoom settings; ensured AV quality.
- **Student Participation:** Encouraged active engagement and cooperation.
- **Learning Enhancement:** Assisted in understanding and completing tasks.
- **Teaching Skill Development:** Parents improved teaching skills through observation.
- **Addressing Learning Needs:** Tailored support for unique student needs.
- **Academic Improvement:** Fostered a productive learning environment.
- **Cost-Effective Support:** Safe, productive, and personalized assistance, saving money.

➤ *Key Findings from Passive Observer's Responses:*

- **Good AV Quality:** Testing showed good audio and video quality.
- **Need for Support:** The student was impulsive and made mistakes.
- **Mother's Crucial Assistance:** Helped student understand tasks and ensured correct following of instructions.
- **Technical Support:** Assisted with AV functionality, screen sharing, and coordination.
- **Encouragement and Discipline:** Ensured the student listened and followed through with tasks.
- **Student Engagement:** The student actively engaged in learning and interaction.
- **Parental Assistance:** Essential for successful participation.
- **Benefits for Learning Disabilities:** Family collaboration is beneficial for students with learning disabilities.
- **Advantages of Collaboration:** Ensures safety, productivity, feedback, homework follow-up, understanding student progress, and learning teaching skills.
- **Effective Educator:** The teacher was resourceful, well-planned, interactive, confident, collaborative, focused on objectives, time-efficient, and used digital materials effectively.

➤ *The Key Findings from Video Reviewer Responses:*

- **Good AV Quality:** Audio and video were good, clear, and easy to understand.
- **Student Engagement:** The student cooperated and engaged meaningfully with the teacher.
- **Mother's Assistance:** Helped the student and special teacher, with basic reading, writing, and math skills.
- **Collaboration:** Basic skills sufficient for collaborating with the special educator; the mother's crucial role in participation.
- **Benefits for Learning Disabilities:** Students with learning difficulties benefit from family member assistance during online sessions.

- **Teacher's Performance:** The teacher was resourceful and well-planned; DHVES needs improvements to be more user-friendly.

➤ *Consolidated Key Findings:*

- *Effective Coordination and Preparation:*
 - ✓ Sessions were scheduled at convenient times with adequate setup. Ensuring device readiness and smooth technical functioning was key.
- *Active Student and Parental Engagement:*
 - ✓ Students showed understanding, interest, and active participation. Mothers played a crucial role in assisting with instructions, technical support, and ensuring task completion.
- *Supportive Learning Environment:*
 - ✓ The collaboration facilitated meaningful interactions and enhanced student engagement. Parental involvement ensured a seamless and productive learning experience.
- *Skill Development and Assistance:*
 - ✓ Basic communication, reading, writing, and math skills were sufficient for effective support.
- *Parents developed teaching skills through observation, contributing to tailored learning needs.*
- ✓ *Academic Improvement:*

The supportive environment fostered by family collaboration led to improved academic performance and productivity.
- *Students with learning difficulties particularly benefited from this model.*
- ✓ *Cost-Effective and Personalized Support:*

Family member collaboration provided a safe, productive, and personalized learning experience. This approach saved costs compared to hiring external assistants while ensuring a better understanding of the student's needs.

V. CONCLUSION

This study demonstrates the feasibility of conducting online sessions for students with disabilities, supported by a family member to mediate learning and teaching when needed. However, the results cannot be generalised as the study was conducted with only one student, and each student and family situation is unique.

The findings highlight the importance of family involvement in supporting student learning (Smith et al., 2024). Special educators conducting these online sessions should be equipped with specific online teaching skills and digital competencies (Johnson & Lee, 2022). The online

learning experience can be significantly enhanced when students attend sessions using a desktop computer with a large screen instead of a mobile phone or iPad (Brown, 2023). Furthermore, advancements in internet speed and data transfer will improve the quality of audio and video experiences in online sessions (Davis, 2021).

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