Unveiling the Power of E-Content: Exploring Student Behavioral Change

Dr. Priyanka Suchak[1], Kausumi Nanavati Mehta[2] and Yash Deliwala[3]

[1]Asst. Professor, [2]Teaching Assistant, [3]Ph.D. Scholar
[1&2]Atmiya University, Rajkot, Gujarat, India
[3]Darshan University, Rajkot, Gujarat, India
E-mail: priyanka.suchak@atmiyauni.ac.in, kausumi.nanavati@gmail.com, yashdeliwala@gmail.com

Abstract
This systematic literature review examines the impact of e-content on behavioral commutation in students. E-content material, encompassing virtual instructional materials and online assets, has witnessed widespread adoption in contemporary instructional settings. Evaluation seriously analyzes studies performed as much as the present year, focusing on behavioral adjustments exhibited via students in response to e-content utilization. Key subject matters explored include the effectiveness of e-content in promoting energetic engagement, customized studying reviews, and fostering self-directed learning behaviors. The overview additionally investigates the effect of e-content material on collaborative mastering dynamics and its role in cultivating crucial questioning abilities amongst students. Furthermore, the evaluation encompasses diverse academic tiers and concern domains, supplying a complete know-how of the extensive implications of e-content material on scholar conduct. Synthesizing findings from various researches, this overview contributes insights into the multifaceted methods in which e-content material impacts behavioral styles in instructional contexts. The discussion of the effects of those behavioral adjustments on motivation, instructional effectiveness, and common learning outcomes offers a nuanced view of the rapidly changing landscape of online education. The evaluation ends with suggestions for future study avenues and the design of effective e-content material tactics to unquestionably influence student behavior.
Keywords: E-content, Behavioral change, Student behavior, Educational Impact, Online Resources, Self-directed learning.

Introduction

In the dynamic realm of training, the arrival of digital content material (e-content material) has triggered a paradigm shift, redefining the landscape of learning experiences. E-content, encompassing a spectrum of digital sources and substances represents a pivotal pressure in reshaping traditional instructional methodologies. This systematic literature assessment delves into the conceptual nexus among e-content and its profound impact at the behavioral dynamics of students across various instructional domains. At its center, the review explores the transformative ability of e-content to set off behavioral trade— an idea encompassing shifts in student engagement, self-directed mastering inclinations, and collaborative interaction styles. In expertise the elaborate relationship among technology-mediated content shipping and behavioral responses, this evaluate transcends an insignificant examination of tools and systems. It navigates the conceptual underpinnings of the way e-content material becomes a catalyst for redefining scholar behavior within the modern-day educational milieu. The conceptual framework encompasses key dimensions including personalized mastering stories, fostering vital questioning capabilities, and the mixing of technology in collaborative getting to know environments. By adopting a scientific approach, this assessment goals to unravel the nuanced interplay between e-content and behavioral alternate, recognizing the multifaceted nature of this courting. Conceptually, this exploration extends past an insignificant juxtaposition of nice and poor influences, in search of to find the underlying mechanisms that power behavioral shifts. As era will become increasingly more

intertwined with training, knowledge those conceptual intricacies is paramount for educators, policymakers, and researchers alike. The review aspires to make a contribution not most effective to the theoretical foundations of e-content material's effect but additionally to the sensible implementation of strategies that harness its potential to drive advantageous behavioral modifications in students, thereby fostering a dynamic and effective getting to know environment researcher adopted the learning experiential dimensions which enhance online learning (see fig:1).

Learning Experience Dimension	Synchronicity	Face-to-Face Alternative	Face-to-Face Enhancement
Expository	Synchronous	Live, one-way webcast of online lecture course with limited learner control (e.g., students proceed through materials in set sequence)	Viewing webcasts to supplement in-class learning activities
	Asynchronous	Math course taught through online video lectures that students can access on their own schedule	Online lectures on advanced topics made available as a resource for students in a conventional math class
Active	Synchronous	Learning how to troubleshoot a new type of computer system by consulting experts through live chat	Chatting with experts as the culminating activity for a curriculum unit on network administration
	Asynchronous	Social studies course taught entirely through Web quests that explore issues in U.S. history	Web quest options offered as an enrichment activity for students completing their regular social studies assignments early
Interactive	Synchronous	Health-care course taught entirely through an online, collaborative patient management simulation that multiple students interact with at the same time	Supplementing a lecture-based course through a session spent with a collaborative online simulation used by small groups of students
	Asynchronous	Professional development for science teachers through "threaded" discussions and message boards on topics identified by participants	Supplemental, threaded discussions for pre-service teachers participating in a face-to-face course on science methods

Fig.1 Conceptual Framework for Online Learning ((2009), 2009)

Literature Review

(White, 2020) The purpose of this study is to determine the effectiveness of adaptive learning technology (ALT) in comparison to traditional teaching methods in an undergraduate learning management knowledge course. Performance is based on Bloom's taxonomy of learning competencies. Previous studies have investigated factors associated with ALT. In one study, students enjoyed using new technology and believed it improved learning. However, there is little research in the literature that shows improvements in comprehension and recall of Bloom's Taxonomy of Learning Competencies definition. The study applied correlations between ALT use and exam/course grades. McGraw-Hill's Connect Learn Smart® was used as the ALT. ALT volunteered for extra credit in class. Correlations were made between Learn Smart® scores and tests. Then, because usage was bimodal (students who took the initiative to complete Learn Smart® and those who did not), an independent sample t-test was conducted between two separate groups. Sampling took place from an information science course at a large university. Data collection methods consisting of recording Learn Smart® scores and test results.

The outcomes of ALT on learning to demonstrate whether ALT improves learning compared to traditional teaching methods. If not, the ALT access value is given. The Results showed no association between ALT use and test/course grades. No differences were found between the two groups (those who completed the ALT and those who did not complete the ALT) on any of the

four tests or final course grades. Since the ALT group made a Learn Smart® alternative, the tool seems to favor learning styles and provides user satisfaction. This is consistent with previous studies. Recommendations for Practitioners were to use the ALT technique for comfort, preference and student satisfaction. Using both traditional teaching methods and newer technological teaching methods can be most effective because they offer the flexibility to find the method that most satisfies the student. Editors and developers of publishing houses must consider the preferences of students when learning.

1. Recommendation for Researchers

Subjects' opinions and perceptions can be misleading. Future research must provide empirical evidence to confirm opinions and insights. Research needs to focus more on student characteristics such as learning style, learning preferences and initiative.

2. Implications for Society

This study suggests that ALT is effective in learning rather than in terms of outcomes and improved learning. Students can learn just as well without ALT. Decisions about using ALT should be based on convenience and student preference.

3. Future Research

In this study, students had the opportunity to complete an ALT. They showed initiative. The initiative must be removed for further research. To confirm the results of this study, random assignments of whether to perform ALT or not should be investigated. Future studies should also use the results of the same subject in both ALT and traditional teaching methods.

(Jamal Abdul Nasir Ansari, 2020). This study is an attempt to explore the applications and utility of social media and mobile devices in transferring resources and communicating with academics in higher education across the border wall, a hitherto unexplained area of research. This empirical study is based on a survey of 360 students at the University of the East Indies, which examines students' perceptions of social media and mobile devices in collaborative learning, interactions with peers and teachers, and its significant impact on academic performance of students. Measurement and instrument validation followed a latent variance-based structural equation modeling approach. The study found that online social media used for collaborative learning had a significant impact on interactions with peers, teachers and online sharing of information. In addition, communication with teachers, peers, and sharing information online had a significant impact on student engagement, which therefore has a significant impact on student academic achievement. Based on this finding, it would be useful to mention that using online social media for collaborative learning helps students to be more creative, dynamic and research-oriented. It is purely a department of knowledge.

(Bernt Arne Bertheussen, 2016). This study examines the effect of student participation in digital learning on the academic performance of 120 students enrolled in an undergraduate finance course. Interactive practice files and exam problems were available for each student and individual download activity was automatically recorded during the first 50 days of the course. Academic performance, as determined by the midterm exam, was strongly related to deliberate practice and problem solving using interactive spreadsheets. In addition, prior math grades predicted future academic success. The results of this study are important for students who are interested in improving their grades and using their time effectively for various learning activities. In addition, educational institutions seeking to share scarce resources between different forms of educational production will benefit from this study.

(Inma Rodríguez-Ardura, 2016). This article empirically investigates the impact of interaction created by e-learning environments on higher education. By considering underlying processes such as imagery, spatial presence, co-presence, and flow, we analyze how interactivity affects users' responses to the learning environment, including their actual continuation behavior. We validate our conceptual model using survey and recorded data from 2,530 open distance university students in the European Higher Education Area. The results suggest that the interactivity created by the online learning environment frees the imagination, which in turn facilitates spatial presence and co-presence and flow. Significant paths are also found from interaction to flow and from flow to online student response variables (attitude, intention to continue and actual continuation behavior). The paper provides new insights into the mechanisms that enable online learning to exist and flow and provides new insights into how HEIs can facilitate online retention behaviors among students.

(J. Broadbent, 2015). As online course enrollment increases, there is a need to understand how students can best apply self-regulated learning strategies to achieve academic success in the online environment. In December 2014, relevant databases were searched for studies published between 2004 and 2014 that examined SRL strategies as correlates of academic achievement in online higher education environments. Of the 12 studies, time management, metacognition, effort regulation and critical thinking strategies were positively correlated with academic performance, while practice, planning and organization had the least empirical support. Peer learning had a moderate positive effect, but its confidence intervals exceeded zero. Although factors that affect achievement in traditional face-to-face events appear to generalize to online settings, these effects appear to be weaker, suggesting that (1) they may be less effective and (2) other, currently unexplored factors may be more important.(SDLR) and (Lasfeto, 2023).

In the context of online learning, students are crucial to the process of learning achievement. Universities must take into account their students' self-directed learning because it may be done online at any time and from any location. Students engage in social engagement via the internet. Four dimensions separate the interaction in online learning: the interaction between the topic and teachers, the interaction between students and students, and the interaction between students and students. This study focused on the connection between students' social interactions in the online learning environment and their self-directed learning. One-way analysis of variance was used to look at statistically significant differences between independent samples and parametric correlation was used to analyze statistical correlations between variables. This study demonstrated a strong correlation between students' preparedness for self-directed learning.

Methodology

The study focused on empirical evidence on e- learning. It is based on systematic literature reviews by following the PRISMA framework. Search Strategy: The search strategy included a systematic review of peer-reviewed articles published in the Google Scholar, Springer, Elsvier, Science Direct, Tandofline, SEI journal, Repository of Alt, UK databases. This search was conducted for articles examining SRL strategies and academic achievement in online higher education environments. The aim was to maximize significant results from articles published in the last two decades.

Type of Study

All studies were to examine the implementation of SRL strategies by students in an online or online course with an outcome variable based on academic achievement. Studies that exclusively used traditional classroom learning, blended/hybrid learning environments, or blended SRL

strategies rather than individualized strategies were excluded. Self-regulated learning strategies that are clearly defined in the SRL literature were included.

Selection Process of LR

Reports were eligible for review if they specifically examined SRL strategies and academic achievement in online or web-based educational environments. Articles were excluded if no SRL strategy was studied, if more than one SRL strategy was studied together, if the course was not part of an online higher education environment, and if the learning outcome was not used as a grade or if there was no SRL strategy studied in connection with the degree. Authors independently screened the titles and abstracts of identified citations for eligibility. Authors then reviewed the full texts of potential articles for identification. If there were disagreements, we discussed until consensus was reached. We bifurcated papers from total identified database to included papers in this study through prisma model.

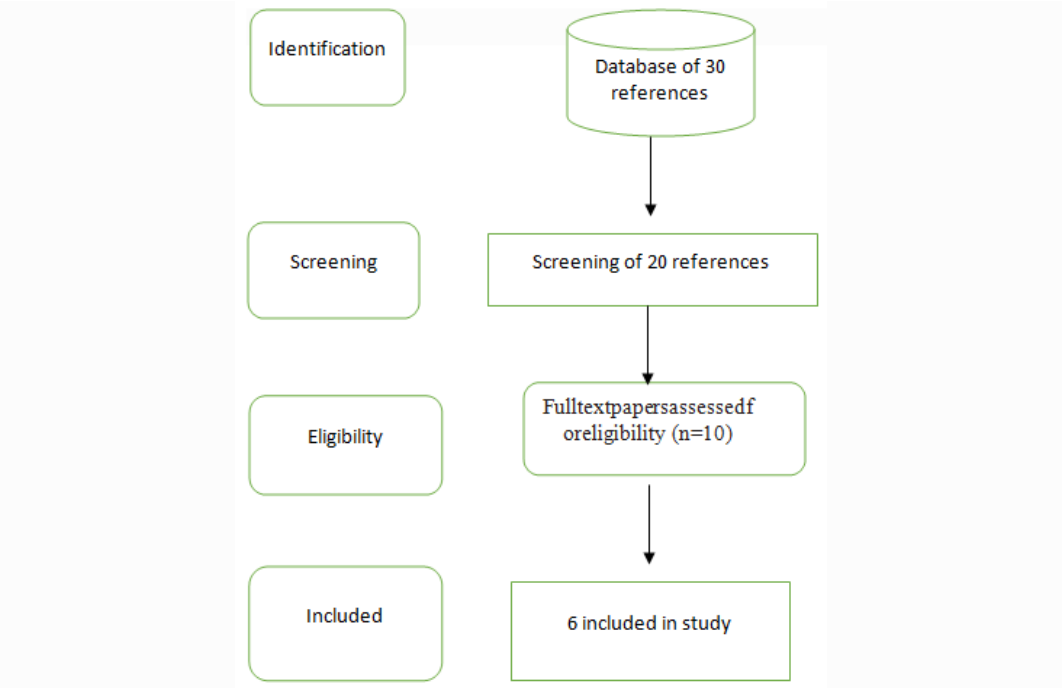

Fig.2 Selection process of LR

Discussion

As online learning has grown rapidly over the past decade, there is a need to understand how students can best use SRL strategies to achieve academic success in online environments. Self-regulated learning strategies of time management, metacognition, critical thinking, and effort regulation were found to have a significant positive relationship with academic success in the online environment, although these effects were smaller than in the traditional classroom. In contrast, practicing, organizing, and planning were found to be the least empirically supported SRL strategies in an online environment, indicating that these strategies are less useful for online learners. Finally, we argue that improving peer learning should be prioritized in the context of e-learning, and further research is needed to determine the appropriate intervention for this strategy. Future research would be useful to examine how mediating factors (such as motivation)

work together with SRL strategies to improve our understanding of the impact of learner self-regulation on academic achievement in an online environment.

Conclusion

According to the study's findings, elementary instructors use learning methods pertaining to metacognitive awareness, monitoring student progress, and evaluating during SDOL. These strategies are also a useful form of informal professional development for elementary teachers who are currently working in the field. Furthermore, SDOL seems to give primary school teachers a place to grow in their self-efficacy and confidence as literacy instructors. It seems that this is true regardless of how frequently SDOL happens. The ramifications of these findings extend to website developers and organizations who wish to offer instructors chances for online professional development. Giving instructors access to online resources that maximize the use of SDL techniques, such as note-taking, has the potential to improve their teaching tactics, foster professional development, and engage teachers in the process of learning. Participants may have been more effective in their online behaviors and search techniques if they had been asked to think about a literacy-related goal while navigating the web. With regard to their teaching methods and learning strategies, they were able to focus on their objectives.

The discussion of content-specific goals prior to the implementation of SDOL activities in coursework by teacher educators and professional development administrators may boost student engagement and learning. While we did not ask a research question about the virtual revisit think aloud, we did indicate that this approach may be applied to online learning and teaching in a variety of fields. Regardless of the setting or type of learning exercise, researchers studying online teaching and learning can record participants' SDOL using the virtual revisit. New information about informal online learning and the platforms utilized by self-directed online learners can be gained by understanding the tactics employed by online learners as well as the reasons behind their resource access. Furthermore, precise monitoring of target visitors' website navigation can help make better selections and improve the caliber of SDOL opportunities.

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Advancements in Advanced Driver Assistance System Research: Insights from Indian Contributions with Special Reference to Scopus (2008-2023)

M. Sathish Kumar[1] and Dr. L. Santhi[2]
[1]Research Scholar, [2]Librarian (SG),
[1&2]Dept. of Library, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India
E-mail: sathishbhc123@gmail.com

Abstract
Advanced Driver Assistance Systems (ADAS), are technologies integrated into vehicles toenhance safety and improve driving experiences. Using sensors, cameras, and radar, ADAS features include adaptive cruise control, lane departure warning, automatic emergency braking, and parking assistance. These systems aim to assist drivers, reduce the risk of accidents, and contribute to overall road safety. The objectives of the study are outlined, focusing on year-wise distribution, author-wise distribution, top sources, institutional contributions, document types, source-wise distribution, funding agency involvement, and global collaboration. The methodology involves data collection from the Scopus database, resulting in 497 records for the period 2008-2023. The analysis and discussion section explores various aspects, including year-wise distribution, preferred journals, institution-wise distribution, author-wise distribution, document type-wise distribution, funding agency-wise distribution and country-wise collaboration distribution. The results provide a comprehensive understanding of the evolving landscape of ADAS research, highlighting trends, key contributors, and global collaboration efforts.
Keywords: Scientometrics, India, Advanced Driver Assistance Systems, Autonomous Vehicles, Collaboration, Open Access, Funding Agencies, Research Landscape.

Introduction

The advent of Advanced Driver Assistance Systems (ADAS) has ushered in a new era in automotive technology, transforming the landscape of road safety and vehicular interactions. In light of this paradigm shift, the International Conference on ADAS Research provides a platform for scholars, researchers, and industry professionals to converge and deliberate on the developments, challenges, and innovations within this dynamic field. This article presents a comprehensive analysis of ADAS research in India from 2008 to 2023, based on an exhaustive study of publications indexed in the Scopus database.

The study aims to dissect the quantitative growth and development of ADAS research, offering insights into various facets, including year- wise distribution, preferred journals, institutional contributions, author-wise distribution, document types, source-wise distribution, funding agency involvement, global collaboration, open-access initiatives, and keyword emphasis. By delving into these aspects, the article aims to contribute to a nuanced understanding of the evolving ADAS research landscape, providing a foundation for informed discussions and future directions in this critical domain.

Review of Literature

Gandia, R. M., *et al.,* (2019) explored the landscape of autonomous vehicles (AVs) through a comprehensive scientometric and bibliometric review, as presented in their article "Autonomous vehicles: scientometric and bibliometric review". The authors conducted an extensive search on Web of Science, identifying a scopus of 10,580 papers, and employed Cite Space for analysis. Their