

Google Classroom as a Pedagogical Tool for Research Supervision: Case Study of Undergraduate Students' Perceptions and Experiences

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This study explores the perceptions and experiences of students in a blended research supervision context facilitated through Google Classroom. The Constructive Learning Theory is incorporated as a theoretical lens in this study. This empirical study takes the subjective stance often amalgamated into qualitative inquiry. Data collection was done through a structured questionnaire which includes open-ended questions urging to write descriptive answers. Those written responses were collected from seventeen respondents. Thematic analysis was incorporated as the method of data analysis. The study exposes that Google Classroom and face-to-face sessions for research supervision support the research students' active learning role. While the student is at the heart of the learning process, the research supervisor supports constructivism by acting as a facilitator and advisor. Further, collaborative, and cooperative learning is improved in a blended environment, which is acknowledged as a crucial component of constructive learning. In the end, the students see Google Classroom as a practical, helpful, and efficient way to learn. Consequently, blended supervision is identified as a constructive mode of research supervision. Overall, this study will highlight how crucial it is to use e-platforms to create a constructive blended learning environment to improve student satisfaction and quality of learning.

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