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Exploratory Case Study on Flexible Teaching and Learning Experiences Through Learning Management System

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Abstract
Aim: This study explored the teaching and learning experiences of the instructors in flexible learning through a Learning Management System (LMS).
Methodology: There were eight instructors purposively selected from the four colleges of the university. The study used a qualitative research design, specifically the exploratory case study research design, to investigate and explore the teaching and learning experiences of the participants. The researchers used profound interviews, focused group discussions and observation notes based on instructors' teaching and learning experiences through the LMS.
Results: The improve teaching skills in online learning, integrate technology in teaching, develop teaching strategies in using the LMS and the flexible teaching in Learning Management System through trainings were the final themes identified after the analysis of data using the NVIVO software applications. Integrating other software applications finds important for educators to improve their teaching experience in online learning. It also enhances their teaching skills in giving appropriate assessments for every lesson.
Conclusion: Thus, the learning materials in the learning management system must be accessible for offline also and must be given in advanced and the videos is at most 8 minutes only. Since it is an advantage for the flexible learning of the students because they can study in advance or review their lessons at any time. The enhancement and sustainable training programs are recommended to focus primarily on the continuing improvement of the instructors and professors' technological skills in using the LMS in teaching. Thus, the enhancement of the technological skills of the teacher participants aside from the pedagogy and master in their content knowledge, must be fully equipped in applying online platforms is the gist of the purpose of the proposed sustainable training program.

Keywords: *Flexible Learning, Flexible Teaching, Learning Experiences, Learning Management System, Teaching Experiences*

INTRODUCTION

The new educational norms brought along by the COVID-19 pandemic and health standards have presented a significant challenge to several colleges and institutions in the Philippines. Enrolling in an online class requires numerous adaptations. This study examined the instructor's teaching experiences and the student's learning experiences when utilizing a learning management system for online education. Teachers and students find it difficult to adjust to the new normal of education. An online training program is essential for equipping teachers with effective teaching methods. Discussion forums, video conferencing, and announcement posts can let students communicate outside of the classroom. The LMS supports the various areas of flexibility in teaching offered to the instructors.

Learning management system in higher education

In recent years, mobile technology has improved to the point that it can support advanced learning activities, and its usage for this purpose has spread globally. It is understandable given the fact that students are constantly exposed to mobile technology in their daily lives. Furthermore, the widespread use of advanced wireless technologies has enabled learning on the go, allowing people to access educational content regardless of where they

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are. Through the exchange of learning materials, mobile technology also provides a variety of opportunities for timely and active knowledge acquisition (Woodill, 2011; Jones, Scanlon, & Clough, 2013).

Mobile learning is expected to play a major role in a variety of educational environments due to its wide range of advantages such as cost-effectiveness, ubiquity, location-based services, and potential as a study aid (Cheon, et al., 2012; Dizon & Sanchez, 2020). Above all, in providing rich multimedia experiences and diverse resources to students in both formal and informal educational settings, the mobile technology has the potential for the students to learn without being constrained by time or location resulting in seamless learning (Lam, Yau, & Cheung, 2010; Milrad, et al., 2013). As a result, open and distance learning institutions have sought to create applications for students enrolled in e-learning courses, such as mobile learning management systems (LMSs). Given the ever-increasing demand for online education, quick deployment of such systems should be a top priority.

The availability of mobile technology does not guarantee that it will be used in the educational environment; similarly, the acceptance of new technology does not guarantee that it will be effective in the classroom (Hwang & Chang, 2011). Nonetheless, many educational institutions have sought to support online learning activities (Sanchez & Sarmiento, 2020), and researchers have begun to focus more on the use of mobile learning management systems (LMSs). In higher education, mobile learning is still in its early stages (Park, 2011; Cheon et al., 2012). The majority of mobile learning research has centered on either its efficacy as a learning aid or design methods for such systems (Chu, et al., 2010; Wu, et al., 2012).

Online Teaching in higher education

Another challenge in creating an online environment is that there are few opportunities to generate trust. It can be difficult to develop a profound level of sharing at times. Honesty, integrity, and dependability are not necessarily present in student policies. This viewpoint is perpetuated by the assumption that there are more possibilities for cheating, fabricating lies, and producing dishonest work. Institutions have tackled plagiarism and other types of dishonesty through rules and guidelines (Sanchez, et al., 2022).

Because of some for-profit companies' dishonest approaches to receiving federal financial assistance, online education has its detractors who perpetuate a bad reputation for this type of program. Even though they did not qualify, certain institutions earned money for student loans. Critics believe that online programs provided by for-profit companies in higher education are of lower quality than those provided by other educational institutions (Kelderman, 2011).

The lack of a substantial relationship between teaching immediacy and affective learning may be due to the role and type of teaching immediacy constructs used by various educators. Based on the participants' experiences and perceptions of online classes, the survey result that captures learners' perceived reactions may differ. In the context of teaching immediacy, McLemore and Cunningham (2016) made a significant point. When humor is used in sentences, lectures, or criticism, it can harm the learners' minds, particularly when it is shared in a virtual environment without verbal cues. This would harm cognitive learning in an online classroom setting. The presence of the teacher had a significant impact on the motivation of the students (Sanchez, 2023). However, the study revealed that teaching immediacy was not a significant predictor. Baker (2010), Christophel (1990), and Ladyshewsky (2013) found that teachers' presence has a positive impact on students' motivation in online classes.

Students' learning experiences are influenced by the instructor's personality and presence in online classes (Ladyshewsky, 2013). Following appropriate strategies in an online environment will increase learner engagement and satisfaction (Chakraborty & Nafukho, 2012; Ladyshewsky, 2013). The findings highlight the fact that, by applying online engagement strategies, learners of all demographic backgrounds can be involved in a virtual environment. More research is required to see how demographic factors affect motivation, affective learning, and cognitive learning.

The effect of LMS on learning experience

This study expresses how LMS affects students learning and how it can be applied in individual settings. By evaluating all of the variables, we may obtain a better understanding of and insight into interpreting individual student's decisions to use mobile LMS. Students are disproportionately involved in online learning due to a lack of innovativeness and self-efficacy in adopting new technologies. Therefore institutional support to provide them with appropriate training and opportunities to discover the advantage using a new system might be necessary. It discusses if there do positive results on learner's academic achievements using mobile LMSs forasmuch as the portable technology is generally used in education. Seeing the new technology as new learning it is difficult to test

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the learnings of the students. Therefore this study tries to control other variables that are individual, psychological, and external factors that clarify the relationship between the use of mobile LMS and student's academic achievements.

The reference to this study contributes to extending our understanding of how to merge mobile LMS into higher education and the outcome of online learning using LMS. Although mobile learning has a significant impact on increasing student learning, it also has limitations in terms of student learning. Therefore, further studies need to be conducted on the different educational factors to understand the different usage patterns of the students.

This study only examined the effects of using mobile LMS in the student's academic learnings and did not particularly investigate on what the kind of tools and function they use in mobile LMS and how much time student spent in online studies whether they use and did not use this all these things can affect their achievement. This study can answer a few questions by exploring students within their mobile LMS using log data. The analysis is based on self-reported information, which can be subject to reinforce the result of this study. In addition, this study was quasi-experimental; therefore this study was cautious about interpreting the result casually, rather than focusing on correlation. Since it is unclear about the casualty between the use of mobile LMS and academic achievements in this study to examine whether the use of mobile LMS is an element for academic achievements, a controlled experimental study is needed to be conducted.

The continuing advantage in wireless technology enables learning to proceed in education Mostly educational stakeholders such as school administrators, teachers, and learning tools developers have tried to increase the use of mobile learning management systems to help the student's needs despite lack of theoretical support and empirical data. This requires more research on how mobile learning improves from the perspective of education which can help learners and educator's learning.

Challenges in teaching and learning using LMS

This study shows that instructor's exploration of the efficient tools for structuring the new learning environment, which is the LMS, and it is the centralized information, providing all the resources required without moving from one location to another to actively interact with the lecture. It is more accessible because there are no sets of limitations or boundaries, and learning materials are available to the student regardless of time and place. This also helped the students to see what is required in their courses, the participants had mixed perceptions regarding the system's academic potential. Most, however, did regard the system as an enabling framework that could facilitate the learning and teaching process.

A generalization of this might have more educational, in terms of, say, curriculum delivery, the system can play a significant but peripheral role. For courses the discussion board is useful by highlighting the topics which help students to become more active, using this functionality the student can condense learning materials and contribute more to the discussion. As for the instructors, the Learning Management System is very useful because it can be reused from one year to another. In their view by reusing and improving learning materials effectiveness and have more learning outcomes. Frontier was regarded as useful and efficient for evaluation feedback on the student's assignment. It more functional when it comes to submitting outputs, assignment, activity, etc. because it instructors can make deadlines and put some directions which students must comply.

When the LMS had certain advantages and learning capacities were reported, the students also encountered some challenges while studying online. The difficulties that both instructors and students encounter as a result of how the LMS was designed and constructed in terms of how knowledge was disseminated online. According to this study the practices at the universities, the course rooms were deleted after two years, making it difficult when reusing learning materials over a longer period. Since the course materials are deleted after two years, instructors must store all the files into their local PC for additional frontier. Thus, the instructors would lose historical accounts of courses if they learned too much on the Frontier system. Another disadvantage was the lack of opportunities to make linkage across courses. The course rooms were "information silos" and were not blend because the access of students and instructors is limited in particular courses. A person who is not connected to a particular course could not access it without applying to the administrator of the system for authorization. Because this Learning Management System did not encourage knowledge sharing between instructors across different courses. Generally, the structure and the privileges configured in the system made knowledge exchange a cumbersome process.

Some participants complained about the user quality system and stated that it is not useful. They mentioned about there are too many keystrokes to obtain the information being sought which is very inconvenient. Furthermore, several participants noticed a lack of information on a thorough overview of a study program and

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previous courses that the students had completed. This was a disadvantage since it was difficult to anticipate what competencies they had when they started new courses. This finding indicates that fronter did not sufficiently support group works. Moreover, both students and instructors affirm that this LMS lacked efficient functionalities in networking.

There is also poor assimilation of the system and tools for video, chatting, and recording. Synchronous functionalities such as the Frontier were usually used like Facebook, zoom and skype, etc. this use also supports synchronous communication within a tutor or other students, as mentioned. Some of the instructors prefer to use other applications than using Frontier such as Google wave to communicate with other students, if possible, the instructors use alternative tools for Frontier. However, management has made a controlled decision that students, instructors, and administrative personnel should use the system.

The finding can be summarized by their division into four main themes (1) how many different functionalities in Frontiers are utilized, (2) how the participants benefit from this system, (3) its drawbacks and weakness, and (4) its learning and teaching capabilities. These findings supported those of the first phase of our study, and it became clear that there was a need to employ and integrate more networking functionalities in an LMS (Hustad & Arntzen, 2013).

This study shows how useful the LMS in distance learning courses. First, the study shows how useful LMS to the instructor to use online courses more and would make instructors encourage students to use as well, due to its plays as the most attractive factors for the instructor satisfaction of using the online platform to communicate with students of distance learning. Second, serving quality is the second most influential element on teacher satisfaction, which indicates that if the LMS delivers strong service quality, such as high dependability and 24/7 availability of assistance, instructors will be satisfied, useful service ready for the instructor used with the high level of training, the instructor satisfaction would be higher (Ba & Johabbson, 2008) and that will promote the usage, just as what previous studies found if the instructor becomes expert in using the platform the satisfaction level will be increased (Conrad, 2004). Eventually, the high system quality has a big share of the instructor contentment as some factors like availability and accessibility can affect the usage, and that consequently leads to disappointment and less usage of data. The fourth implication is information quality, which has a smaller proportion among the factors mentioned above since information quality is determined by the material quality and accuracy, which is dependent on the instructor's usage and the services provided by the LMS. Even though all criteria had a substantial effect on user satisfaction, perceived simplicity of use was not judged as the most essential aspect of all (Adam, 2000).

As the previous researchers claim that most if not all measures have been adopted to test the student's readiness were not for instructors (Mclawhon & Cutright, 2012). The USEM can make the reader and faculty look into the instructor's preparedness from the viewpoint of their technological satisfaction. Some researchers believed that if the information system (IS) meets the needs of the users, user satisfaction with IS will be increased (Cyert & March 1992). This study might contemplate focusing more substantially on service quality, the usefulness of the online system, accuracy of content and reliability, and appropriate training. If we can find a good match between the instructors and the platform that has good training and learning beneficial features, it will raise the satisfaction level and offer more encouragement to the instructors to expand the usage of the platform and lead to a successful educational process. As we believe technology these days plays important role in the success, as previous researches claim that the high level of satisfaction will lead to continuous use of online course.

Instructors' adaptation in LMS for online teaching

Almarashdeh (2016) stated that instructors may develop online technical knowledge and online teaching strategies if they engage in their teaching experiences. Adjusting in the learning management system for online learning builds your confidence by reflecting on experiences and participating in professional development programs and opportunities provided by your institution. The support of institutions and administration can provide benefits to all educators for the design of their teaching practice.

Acceptance of technology and mastering the learning tools in the LMS gain advantages in teaching and provide better outcomes. Online training programs and online supportive structures to understand more the educational technology and maximize their potential in online teaching. Hood (2016) indicated that some educators are lack mentorship relationships with other colleagues that affect shared objectives and opportunities of the instructors. Mentorship opportunities are essential to develop teaching strategies because they can provide shared meaning, planning, and organizing course content to achieve success in the learning process.

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Synchronized electronic learning platforms encourage the educators to teach the learners effectively and adjust accordingly to upgrade the teaching process in online learning (Straumsheim et al, 2015). It can help the instructors to enhance the efficacy of the online technology and understand the new updates, functions, and expectations in the learning management system. (Allen & Seaman, 2016) added that the instructors should allocate enough time to plan and prepare the instructional materials to expand opportunities for learning and meet their expectations and goals. It will be easy for them to facilitate the student's understanding and transform their experiences into a skill (Sanchez, 2020a). Appropriate teaching methods and strategies improve the online learning environment and the quality of education.

Flexible teaching is an approach to course design and delivery that help students learn and succeed in online learning (Northern Illinios University, 2020). It involves learner centered approach that offer students flexible options to participate fully in the course. Select time and activities in order for the students to learn in this kind of approach. Instructors should develop the engagement of the learners in the content to create learning experiences for the students that engage including peer-to-peer activities and opportunities to participate in online or asynchronous discussions. Flexible teaching successfully combines the design, organization and deep preparation of online courses, the agility and choice of hybrid/blended courses, and the student connection and engagement.

Flexible learning is learner centered, encouraging greater independence and autonomy on the part of the learners. Using the technology, educators enable and empower students and give them greater control of their learning and become more self- directed in giving greater control to the learner in the learning processes by building suitable learning resources or facilitating access to them.

Online learning is a method of education where students learn in a fully virtual environment (Michigan, 2006). The function of internet and utilized in distance learning or e-learning is most prevalent in higher education which enabling students to create learning experiences and learn flexibly which aligned in academic institutions. It is a great opportunity for students and can be very effective way to learn because taking virtual courses is quite different from taking face to face courses at school. Research shows that students who are well prepared and well supported for this new experience do better in their online classes. Students must be prepared to thrive in a constantly evolving technological landscape to empower student's voice and ensure that learning is a student- driven process.

One of the most valuable skills online students can have is effective time management. The better the students manage their learning time, the easier it is for them to achieve their learning goals (Patricia Academy, 2021). Without the camaraderie of a class to motivate them or having a set of time where they need to be on campus. Effective management is a good learning strategy and crucial to staying focused in their studies. Those who have good skills in this area tend to feel prepared for online learning and learn online. Many students who are learning online want opportunities to connect with peers and other learners for collaborative learning. Students recognize that not only is the connection with the instructor important then, but it is also important that they established and maintain connection with each other. Learners who participate in collaborative learning capitalize on one another knowledge and skills. Usually, students working collaboratively search for understanding or meaning, solutions to problems, or they create a product.

This study is essential to end-users of Learning Management System (LMS) software applications for online classes. It will describe the different experiences of students and instructors, which will be very useful. The study will also explain the different perceptions of the participants on the online training program. Her work is truly noticeable. These problems arising from the ineffective classroom worried the researchers much, which led them to investigate this concern. Based on the study's findings, a proposed education information material promoting positive classroom discipline would be created.

The researchers further aimed to promote and develop awareness of using positive discipline as a non-violent approach to help and guide children to develop positive behavior while respecting their rights to healthy development, protection from violence, and participative learning.

Objective

The main purpose of this study is to assess the teaching and learning experience of the higher education instructors and students in using the Learning Management System. Specifically, it seeks to accomplish the following:

1. Explore the teaching experiences of the instructors in applying the LMS;
2. Investigate on the learning challenges in implementing the LMS; and

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3. Understand the instructors' adaptation of the transition in teaching using LMS in the new normal setting in education.

METHODS

Research Design

The study used a qualitative research design, specifically the exploratory case study research design, to investigate and explore the teaching and learning experiences. The purposive sampling was employed in selecting the instructors of equally selected from the four colleges the university. Exploratory case study research involves an analysis of a particular event, situation, organization, or social unit. The researchers used profound or in-depth interviews based on students and instructors' teaching and learning experiences in using the LMS. The researchers made the interview questions following the criteria of Sharan Merriam and Elizabeth Tisdell (2015) in making interview questions in qualitative research.

The researchers secured consent and formal letters for ethical purposes and protocol before the scheduled interview. The researchers first discussed their thoughts on how to start and find participants for their study. Interview questions were asked of the selected participants who are available to answer all the interview questions towards the teaching and learning experiences through the Learning Management System. To protect the anonymity of the information, informed consent was also made available upon beginning the interview. The qualitative data sources were the interviews with the participants; the syllabus; and the academic immersion in the university.

Populations and Sampling

Creswell (2013) stated that in a case study, four to five members or more may suffice on as the participants of the study in this research design. The study was conducted in Caraga State university Main Campus during the blended teaching approach.

The researchers employed a purposive sampling technique through which they intentionally selected eight (8) Instructors of the university. The inclusion criterion for the instructors includes: 1.) must be teaching during the conduct of the study, 2.) must use the Learning Management System as the platform for teaching, and 3.) must be teaching in the university in at least five years.

The researchers carefully selected the participants with their approval to participate in the study, and met the criteria. College instructors of the university who met the inclusion criteria were given a consent form to review. The form was reviewed, questions were answered, and the consent was signed on the day of the interview. The consent form outlined the goals and method of this study. It stated that there were no incentives, and they could withdraw at any time from the study. The interviews were held face-to-face at a mutually agreed upon location that can ensure privacy.

Instrumentations

The researchers used the semi-structured interview through online interview, phone calls and google form, in which the interviewer asks open-ended questions to elaborate their perspectives and allow for a discussion with the interviewee rather than straightforward questions and answer format. Researchers used the criteria of Merriam and Tisdell (2015) in making interview questions for qualitative study which consist of six types of questions.

The questions about experience and behavior are about the person's actions, behaviors, and activities. Next are the opinion and values questions which are interested in a person's beliefs or opinions about the event or topic. Feelings questions are looking for the adjective responses and tap the affective dimension of human life. Knowledge questions are also included to elicit a participant's factual knowledge about a situation. Sensory questions are similar to experience and behavior questions but try to collect more specific data. Background/Demographic questions contain questions that refer to particular demographics that are related to the study.

It also suggested, that avoiding why questions because they tend to lead to speculation about casual relationships and can lead to dead-end responses. The multiple-choice and yes or no questions have been avoided to ensure that researchers ask good questions. Researchers also utilized a Google form to collect participant feedback on their experience utilizing a learning management system in online learning. Written documents and audio-visual materials (e.g. audio or video recordings) were assigned for the data collection process (Creswell, 2013).

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Ethical Consideration

The researchers ensured full consent from the participants before conducting the interview. The researchers ensured that the participants were aware of the purpose of the study and how the findings would be used, as stated in the consent form. The researchers prioritized the protection of the privacy of the participants and the confidentiality of the research data. Any misleading information and bias in the data findings were avoided.

Data Collection

The researchers secured a consent and formal letters for ethical purposes and protocol before the schedule of the interview. The researchers discussed first their thoughts on how to start and find participants for their study. Interview questions were asked to the selected participants who are available to answer all the interview questions towards the teaching and learning experiences through Learning Management System. To protect the anonymity of the information, informed consent was also made available upon beginning the interview. The qualitative data sources were the interviews from the participants, syllabus, and academic immersion in the university.

Data Analysis

In applying the Lawshe's CVI, the Content Validity Ratio, or CVR, was computed first. The CVR is a method to evaluate the content validity of a research instrument. It was used to check each item of the instrument in this study, which is an interview question to reject or the retention of each item (Wilson, Pan, & Schumsky, 2012). The CVI is the average CVR for each item "included in the final instrument" (DeVon et al., 2007). If the majority of the validators agree that the content per item is "essential", or the other way around, the researcher would just include or delete the question or statement item.

If all validators choose an item is "essential," the CVR is 1.00 (adjusted to 0.99 for ease of manipulation according to Lawshe [1975]). If the number of panelists rating an item "essential" is more than half, but less than all, the CVR is somewhere between 0 and 0.99" (Gilbert & Prion, 2016). If none of the validators rate the item as "essential," then the CVR is zero. "Item Selection a CVR is calculated for each item" (Gilbert & Prion, 2016). The CVR shows the validity of each interview questions or statements. To identify the content validity of the whole instrument, the calculation of the CVI must be done. "The CVI is simply the mean of the CVR values for all items meeting the CVR threshold of 0.78 and retained for the final instrument" (Gilbert & Prion, 2016). The equation to calculate Lawshe's Content Validity Ratio is shown below:

$$CVR= (ne - N/2)/(N/2)$$

Where, ne is the number of validators identifying an item as "essential" and N is the total number of validators (N/2 is half the total number of validators) using a 4-point Likert scale ranging from 3.25-4.00 (Always Demonstrates), 2.50-3.24 (Often Demonstrates), 1.75-2.49 (Seldom Demonstrates), and 1.00-1.74 Never Demonstrates. Data were collected, tabulated, and computed using MS Excel format. Weighted mean and rank order of data is employed in the data analysis of the study.

The researchers utilized Braun and Clarke's thematic analysis with MAXQDA free trial version software was used by the validator to analyze the data. The qualitative data was obtained through online interviews, phone calls and Google forms. Reflexive thematic analysis is an approach to identifying, analyzing, describing, and reporting themes about the qualitative data to answer broad or narrow research questions about people's experiences, views, and perceptions. It is a type of thematic analysis with a semantic approach and it provides six phases or stages which is a useful framework for analyzing within a data set.

The first phase is the familiarization to get to know the data before analyzing the individual items. It includes transcribing audio and recorded video from the interview to take initial notes and get familiar with the data. The next phase is the coding that researchers need to code the data or highlighting sections of the text from the participants' statements. It is usually phrases or sentences with shorthand labels or codes to describe the content. These codes enable researchers to obtain a concise summary of the data's main points and c ommon meanings. For phase 3, generating themes that are generally broader than codes. The researchers combined the several codes into a single theme.

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The next phase is reviewing themes to check if the themes are useful and accurate representations of the data. If there are problems, the researchers might slip, combine, discard, or create a new theme to make them more useful and accurate.

The fifth phase is defining and naming themes that involves formulating the exact meaning of each theme to understand the data. The last phase is writing a report in which the researchers will write up the analysis of the data. It describes how often the themes come up and what they mean including examples from the data as evidence.

RESULTS and DISCUSSION

This part of the study presents the summary of the analysis and interpretation of the gathered data from the questionnaire answered by the respondents per grade level.Based on the findings, the instructors aged 21–24 years old and those aged 25–29 years old have the same frequency of 2 with 50%, and the students aged 21–22 years old have a frequency of 4 with 100%. The age of the participants who are below 60 years old is good in adapting to modern technology according to the study of frontiers in psychology. According to Pressbook.Pub (2019), an LMS is an online classroom platform that allows participants to organize and implement the learning process by conveying and accessing learning resources that are accessible to both instructors and learners. According to Ahmet Coklar (2017), instructors' ability to adapt themselves to rapidly developing technologies that apply to online learning environments is connected to their teaching experience in integrating technology. Experiential learning by David Kolb (1984) explains that learners can enhance their skills by transforming online experience into knowledge.

Theme 1 : Develop teaching strategies in using the LMS.

Theme	Verbal Transcription	Coding
Develop teaching strategies in using the LMS	"Exploring and learning more about teaching online using the LMS."(P1,P3-P8) "It taught me a lot, especially in making different types of quizzes." (P1-P8)	Teaching Strategies using LMS

Instructors develop their teaching strategies by disseminating learning materials, announcements, and assessments using a learning management system with their class schedules. Instructors improve their teaching strategies through different methods of dissemination of learning materials, posting class announcements, and giving different types of assessments in the learning management system.

Online learning platforms encourage educators to teach the learner effectively and adjust accordingly to upgrade the teaching process in online learning, according to Straumsheim (2015) and Sanchez (2020b). It can assist instructors in improving the efficacy of online technology as well as understanding new updates, functions, and expectations in the learning management system.

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Theme 2: Integrate technology in teaching

Theme	Verbal Transcription	Coding
Integrate technology in teaching	"The best strategy is to record a video where we discuss theimportant information."(P2-P8) "The more you use technology, the more learning nga imong ma gain. " ["The more you use technology, the more learning you gain."] (P1-P7)	Technology intergation

Instructors are using technology to create video lectures for their classes, record online meetings, and use other applications such as social media applications for online learning.

Instructors integrate technology and other applications in their lessons and to support the flexible learning of their learners. Their teaching strategies and solutions for technical problems encountered in online classes involve the use of technology and online applications. Almarashdeh (2016) and Sanchez (2020c) stated that instructors may develop online technical knowledge and online teaching strategies if they engage in their teaching experiences. This implies that adjusting in the learning management system for online learning builds your strategies and enhanced their skills by reflecting on experiences and using technology as a support for online teaching.

Theme 3: Enhance teaching strategies in online teaching

Theme	Verbal Transcription	Coding
Improve teaching skills in online learning	"As participant easy manipulating of the LMS." (P148) "More suitable for teaching online and enhances my teaching skills."(P3-P8)	Online teaching skills

Instructors enhance their teaching strategies in online teaching by using the learning management system effectively and with the help of training programs about the features and functionalities of the software application. Hood (2016) indicated that acceptance of technology and mastering the learning tools in the LMS gain advantages in teaching and provide better outcomes. Online training programs and supportive structures are available to help educators learn more about educational technology and maximize their potential in online teaching. Instructors develop their teaching strategies by using the LMS software effectively through giving learning materials and assessments in effective ways.

They can help their students understand the lessons efficiently and improve their learning through LMS software.

This enhancement training program will focus primarily on the continuing improvement of the Instructors and Professors technological skills in using the LMS in teaching. Thus, the enhancement of the technological of the participants to be prepared and fully equipped in applying online platforms is the gist of the purpose of the training. The technological skills and facilities were one of the challenges encountered by the participants. Not only the lack of facilities but also teacher' training to develop knowledge and skills on how to apply the management system in the university. The concept of the enhancement training program will anchor on the idea that through the analysis of the strength, weaknesses and needs improvement of the participants (Sanchez, 2022). Through this study, the proponents will be able to understand and investigate on the efficient professional development program needed for the teacher participants.

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The expected output of the research is to develop an e-learning community that is technologically based, culturally responsive, and gender-sensitive. The researchers will also seek out competent trainers for the technology and intercultural skills development of the teachers in the region. They hope to produce a website with suggested learning guides with online applications ready to use by the teachers.

Theme 4: Flexible teaching in Learning Management System

Theme	Verbal Transcription	Coding
Flexible teaching in Learning Management System	"I am improving my teaching strategies and teaching experience." It motivates me to explore and learn more about teaching in flexible learning using the LMS we have. " (P1-P8)	Flexible Teaching

Instructors experience different challenges in online teaching, especially in adjusting to the learning management system and integrating technology for an online class. These challenges help them develop their teaching skills and adapt to technology to teach their learners in a flexible learning environment based on the statements of the participants.

Online educators who encounter different challenges in an online class can easily adapt to the new learning environment. Instructors should choose strategies that can design and facilitate learning and accomplish learning objectives.

Conclusion

The age of the students and instructors is important in adapting technology because, according to the study of frontiers in psychology, older adults (aged 60 and above) are slower to adopt new technologies. The experience of the participants in using technology for teaching and learning is related to the Technology Acceptance Model theory of Fred Davis and Richard Bagozzi on how users accept and use the technology, especially in the workplace environment. Learning materials in the learning management system are accessible, and it is an advantage for the flexible learning of the students because they can study in advance or review their lessons at any time. Social media applications are useful for other educational needs of the students and to support the online teaching of the instructors through LMS. Integrating other software applications is important for educators to improve their teaching experience in online learning and expand the learning opportunities to improve the learning experience of the students. Learning through experience helps the students to engage in direct experience and focused reflection to increase knowledge, develop skills, and clarify values, which, according to David Kolb in his experiential learning theory, leads to

Online training programs develop the teaching strategies through LMS that their students need, especially in the dissemination of learning materials in the

LMS and using other applications to deliver the lessons effectively. It also enhances their teaching skills in giving appropriate assessments for every lesson, which results in a better learning experience for their students in flexible learning.

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