



Investigation of Using Google Meet Application for 4th Year Dissertation Students Supervision in University Level

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ABSTRACT

This paper focuses on using google meet as an application for the studies of 4th-year university students for their dissertations. This paper will focus on how Google Meet and other applications have helped the students and teachers to interact. The main focus will be on the role of E-learning. The aim of this paper is to highlight the role of using electronic media as a communication tool between undergraduate supervisors and 4th-year students and to observe to what extent they both benefit from this advanced modern application in facilitating their work. Another aim is to try to explore problems they face in using these applications.

Literature Review

Previous studies have shown that online media tools have helped a lot in communicating between students and teachers. Almost every field may benefit from the usage of media for both in-class and extracurricular activities to improve learning. It is possible to examine brief film and television clips, written pieces, and blog entries to help students remember topics and encourage conversation. A similar impact may be achieved using songs and music videos, especially when the words are made available. According to research, when abstract, new, and unique concepts are presented in both verbal and visual form, individuals absorb them more quickly. Another empirical study demonstrates that visual media aid in later recollection and makes things more

approachable to a person than text media (Sindiani, A. M., 2020). Why do students retain information from television but not from lectures? —as it aids in the retention of thoughts and ideas by students. The vital role that technology plays in developing learning settings that expand the potential of one-way communication mediums, like films, documentaries, television shows, and music, into new contexts that call for interactive learning, such as visualizations and student-created material. This paper as mentioned above will be focusing on the benefits of using applications like google meet for communication between students and teachers of 4th year. This will also talk about the disadvantages that

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students and supervisors face while using online communication tools (Tawalbeh, L. I. 2020).

Introduction

A medium for mass communication is any tool that enables us to spread the desired message to a sizable portion of the intended audience. We all have a want to be understood, but even more than that, we all desire to learn something about the world around us. Newspapers, billboards, and radio were the only mass media outlets available back then outside word-of-mouth. But that has altered since the advent of the digital era. With the use of applications like Facebook, Google, Twitter, Instagram, and many more, anyone may now connect with a large number of people. These digital media are among the few remaining among the many electronic media. By bringing people together through media outlets, electronic media generally facilitates contact between individuals. In the past, individuals used to perform at cultural events, etc., thus this wasn't the case. People came together more frequently and had a better sense of community as they spoke about their days and lives. Electronic media has taken its position, replacing print media, which is subjective in nature (Mathew, V. N. 2020). In the majority of the industrialized world, electronic media is pervasive and heavily ingrained in everyday speech. Electronic gadgets have become as essential to modern life as food and shelter. The world as a whole is quickly integrating electronic media into daily routines, and India, with its push toward digitization, is not falling behind. People are educated in various areas through the media, where they can learn a lot about politics, the outside world, etc. There are MOOC courses that, together with classes from around the world, can help you improve your CV. In whatever subject you choose, you may also educate yourself (Noor, N. M., 2020).

Discussion

It is important to study communication, particularly in the educational sector since it can enhance student learning and foster a positive learning environment when instructors and students communicate with one another. Transferring information from one individual or group to another is the definition of

communication. The practise of exchanging ideas, thoughts, knowledge, and information in order to effectively achieve the goal or intent is known as effective communication. In other words, it is simply the sender expressing their opinions in a manner that the recipient may most easily grasp (Amir, L. R., 2020). The point of online correspondence is equivalent to that of eye to eye interchanges: holding; trading data; being heard and being perceived. Cultivating a feeling of local area in web-based classes will make the understudies' growth opportunity more significant and it can assist them with remaining associated during the course life. At the point when teachers speak with understudies, whether in an up close and personal class or a web-based class, they impart information or having data to acquire understanding and foster connections. Speaking with understudies in a web-based climate requires somewhat more thought and arranging than speaking with understudies in the conventional climate in light of the fact that the internet based climate needs non-verbal communication. Teachers enjoy the benefit of involving non-verbal communication and look in an up close and personal class to help them interface and make themselves clear to their understudies. While associating in a web-based class, teachers don't enjoy the benefit of utilizing non-verbal communication to assist their understudies with imparting. Information on correspondence shortcomings inside web-based conditions can assist them with choosing how to lay out ideal and fitting interchanges, and how to cooperate actually with their internet based understudies (Puspitawati, R. 2020).

A number of new features are coming to Google Meet, including co-hosting, live streaming to YouTube, a mechanism to lock videos, live captioning, and more. For teaching, learning, and maintaining connections during the past year, video conferencing has become crucial. Meet offers a simple, dependable, and secure way for your school community to interact, regardless of whether you are still teaching remotely, in a hybrid environment, or you have switched back to in-person education. To address the changing requirements of school communities, we're unveiling additional features for Meet today. The online media communications tools emerge in 2020 when the COVID-19 pandemic hits the

world. People didn't consider apps like Google Meet before 2020. But, after the pandemic students and teachers started using the applications like Google Meet (Camargo, C. P., 2020). There are several ways for students to improvise when they are unable to study in person. Distance learning, when students and teachers cannot physically meet, is another name for remote education. Although this strategy has several advantages, many students haven't yet gotten used to it. To assist you with remote learning, there are practical solutions like Google Meet. Google Meet delivers a virtual "meeting area" for classes and instructors, as its name indicates. The integration with Google Classroom, where instructors and students may exchange assignments, class activities, meeting codes, and critical notifications, is its most important feature. I will further discuss the benefits and disadvantages of using Google Meet and other applications like Google Meet (Gemperli, R. 2020).

Advantages:

The latest additions to the Google Meet video communication platform will make life even simpler for educators and students. Google has poured a tonne of new capabilities into the service over the last several months, including the ability to resize and relocate video streams, a data-saving mode, and AI-assisted automatic zoom. Recently, certain entertaining upgrades have also been made available, such as video backdrops for video chats (Chung, E., 2020).

Google has eliminated the 60-minute call time limit for at least another year in response to a surge in demand for video chatting services that can handle both business and learning. As Google Meet's usage increased, it gained new features including the ability to stop meetings for everyone, a "mute all" button to quiet an online classroom, live captioning, Meet integration with Google Classroom, and emoji replies (Subramaniam, G., 2020).

In order to make Meet an even more enticing platform for education, Google has just unveiled a plethora of new capabilities. To begin with, Google Meet will automatically provide each teacher and co-teacher host permission, enabling several teachers to divide up the responsibilities of

running the classroom. Additionally, Meet will soon enable multiple hosts and provide users the option to select a co-host (Dass, L. C. 2020). As soon as the instructor logs in, the waiting room's students will be allowed to join a class. Additionally, similar to waiting rooms on Zoom, students in the waiting area won't be able to see or speak with one another.

The capability to live broadcast a video call directly to YouTube is another noteworthy feature that will be added to Google Meet in the future. Later this year, a beta version of this feature will be released, and by the end of the following year, educators with a Teaching and Learning Upgrade or Education Plus subscription will have full access to it. YouTube live streaming is quite helpful since it eliminates the hazards and problems associated with inviting individuals from outside an institution to a group video conference. It could be a useful method to avoid situations like Zoom bombing, for instance (Amin, F. M., 2020).

Later this year, Google is introducing live-translated subtitles to Google Meet. As suggested by the name, it will instantly translate and transcribe speech when a participant talks in a foreign language. Google Meet already provides live captions in English, French, German, Spanish, and Portuguese, and this is similar to how the live transcription feature in Google Translate for Android phones operates. A "video lock" function that enables a meeting presenter to turn off every attendee's camera feed is also on the way (Sundari. H., 2020). This feature will help the students in their dissertations if they can't or are unable to speak the local language of the city where they are studying as foreign students. So, they can meet on Google Meet and it will automatically translate the languages that they have set to understand.

Users of Google Meet will soon be able to personalize their view during video conversations by pinning numerous tiles. This can be useful when pairing up a speaker with a sign language interpreter, for example. Additionally, Google is making the hand-raise function more user-friendly than Clubhouse's and other competing platforms' implementations. Now that guests have raised their hands, Google Meet will display a

permanent notice and organize them in a grid according to when they did so. The name of the speaker will be immediately deleted from the Google Meet list once they have finished speaking (Olum, R., 2020).

Disadvantages:

Despite being a well-known platform, Google Meet for education still needs work in order to be fully functional as an educational tool.

Google Meet's free version is unable to support a larger team due to the 30-person maximum per video session (Atulinda, L., 2020). When it comes to managing the classroom, this creates an issue. It might be a burden for the educators when educational institutions choose to divide the teams and organize sessions for each team individually. Additionally, due to time restrictions, the alternative is not very effective for staff training. The only alternative is to purchase the premium version as a result.

File sharing encompasses more than simply word and image exchange. There are occasional papers in multimedia included. Google Meet does not, however, support the sharing of multimedia content (Kigozi, E., 2020).

Users may utilize a variety of tools and apps from Google Workspace while utilizing Google Meet. However, compared to other programs providing the same function, Google Meet's capabilities are constrained in terms of productivity, interactivity, and distant collaboration. For instance, Google Meet lacks the essential annotation capability used in video conferencing. Annotations facilitate participant participation by allowing users to draw attention to particular display elements (Kigozi, E., 2020). These further functionalities are currently added through Google Chrome extensions created by other developers.

There is no dedicated desktop version of the Google Meet app, although the iOS and Android versions are tailored for mobile devices. It can only be reached with a desktop web browser.

Poor network performance frequently causes live meetings and interactions to be interrupted. This is a problem that most communication

technologies deal with. For the meeting or conference to go off without a hitch, Google Meet also needs a good Internet connection (Kiguli, S. 2020).

Google Meet occasionally removes certain participants from meetings, especially those with a large number of attendees, due to technical or network challenges. The software does not, however, offer a feature for re-adding group members (Rahiem, M. D. 2020).

When the host uses Microsoft PowerPoint or Keynote presentations and starts with a slide show, it can occasionally take a long time to load and occasionally the screen is completely blank to all the participants, which can be frustrating to have them wait (Godara, R. 2020).

Typically for instructors and students, only the meeting creator or host has the authority to approve or deny a participant's request to attend a meeting, regardless of the participant's domain (Pratama, H., 2020). Additionally, even with the meeting link, an external user cannot attend the meeting if the meeting host is unavailable on the call at the moment the user makes the request. When using video calling for business and education, Zoom is frequently favored over FaceTime.

Users of Google Meet have reported a number of instances in which the browser has frozen when sharing a screen. The user must start the meeting from scratch if the browser unexpectedly stops operating, which takes time. The usage of mismatched video adapters or drivers by your desktop might occasionally cause loading or browsing troubles with Google Meet.

These were the some advantages and disadvantages of using google meet and other online application tools for communications. Some students and teachers prefer to use on-site communication because of the limitations and disadvantages they face in online communication. Online communication between students and teachers should be preferable (Azman, M. N. A., 2020). Because in these recent times, we don't know what is going to happen next in the world. Maybe, another pandemic hits the world. So, we will have to be prepared for these times by

learning from our recent experiences (Duisenbayeva, S. S. 2020)).

Difference between face-to-face and online communication:

Digital media have improved teaching and learning over the past few years and are now used often by university students and instructors. In just a few years, there has been a significant increase in the usage of digital media and e-learning for teaching and learning. In a study that compared traditional and online learning environments, traditional learning environments are limited by the physical presence of the teacher and the pupils, are controlled by the instructor, and employ linear teaching techniques. Online learning methods are still unfamiliar in some places of the world (Kapasia, N., 2020). And mostly students are not serious in online classes; they send inappropriate messages and enter the classes with different and weird names just to get the attention. Online learning is also very beneficial in a way that teachers take help from slides and videos to make the students understand the topics in detail. It is an effective method to understand the topics clearly.

Problems & Methods To Overcome The Problems

We asked 4th year students about the google meet application and also how often they use this application? do they know about it or not? And, also how likely they want to communicate online with the supervisors on Google Meet? Also, we asked them what they prefer online communication or face to face communication?

We made a questionnaire with these questions. It was a close ended questionnaire with options given in them. 90% of the 4th year students answered these questions. It was around 200 students of 4th year that we targeted for this research. 50 out of 200 said they use this application for some online courses they are doing. 150 out of 200 said that they don't use Google Meet. 100 out of 200 means 50% of the students said that they don't even know about the application, they only knew about google classroom and Zoom. When we asked them about the type of communication they prefer 80% of the

students said that they prefer and do face to face communication for better understanding. 20% only prefer online communication.

These were the questions that we asked about the Google meet and online communication to students and these were the highlights of the responses. Most students prefer face to face communication according to the research.

There are some problems that students and teachers face while using the online communication tools like Google Meet and also other applications like Zoom and Skype, etc. I have conducted research on what problems students and teachers usually face, some are mentioned above. Mostly 4th year students who need help in their dissertations and thesis consider working and asking for help from their supervisors face to face. They are actually not used to online communications, because we are learning and studying face-to-face from childhood and maybe now they are unable to adapt to the change that has come up with time (Paul, P., 2020). The supervisors also have problems in the online communication because of the internet issues. The university should provide free internet to the teachers and supervisors in order to take online classes or to hold discussions with the 4th year dissertation students so that they don't face internet issues.

Students and supervisors also lack motivation online, which is the main problem of e-learning. Students lack motivation because they are sitting on their beds and couches and not sitting attentively on their study tables or they lack motivation because they don't get involved in the classes (Chouhan, P. 2020). It is hard for teachers to take quizzes and to do activities in the online classes, so students get bored and they don't get involved in the classes. Supervisors and teachers also lack motivation for teaching because their teaching depends on how the students are responding to them in the online classes.

The undergraduate supervisors and 4th year students have to work hand in hand to overcome the issues that they face in online communication because after all it is the most convenient way of meeting and to resolve the issues and problems that they face in their dissertations. Some students

suggest that it is extremely helpful that we can talk to our supervisors on our dissertation without going to the university. Some supervisors also have favored this online communication method between them and the students (Zaveri, A.,2020). Their thoughts about the online communication tools are the same as the students that they can help the students of 4th year in their dissertations via Google Meet, Zoom and Skype, etc. They have adapted to the change for good. It is convenient for them to sit at home and analyze the mistakes that students have made in their dissertations and guide them to correct those mistakes. The supervisors in this way can help a lot of students in a day because they can hold meetings with the group members that are working on the dissertation for exactly 30-45 minute exact. Guide them to make changes and hold another meeting with another group. The problem in face-to-face communication will be that 3 or 4 groups of students will all come together and they will demand to supervisors that they should listen to them first, which will create a chaotic situation in the institutions. E-learning is beneficial in that you can restrict the number of the people in a meeting on Google Meet and Zoom and can talk to the groups of the children one by one. This is a more advanced approach that only online communication tools can offer to the supervisors and students of 4th year that need help for their dissertations.

Conclusion

E-learning has helped a lot of 4th year dissertation students and their supervisors to communicate. It is the next big thing in the communication world. People have taken a lot of help from applications like Zoom, Google meet and Skype in the COVID-19 pandemic time. It has its negative and positive advantages and disadvantages. It is necessary for the supervisors and teachers to interact with each student in the meeting so that they don't lack motivation to take the online class. People have adapted the change of communicating from face-to-face to online communication using Google Meet. Researches have shown that most of the education meetings are now held online between students and supervisors or teachers. There are whole organizations that only work on online communications. It has also opened a new market of opportunities for application developers to

make online communication tools and apps. Some students, according to researchers, suggest that they want to take face-to-face classes and they are not comfortable studying online. Although online learning is novel and distinctive, it also enables you to enroll in the courses required to obtain the degree you desire in a convenient and encouraging environment (Smita, M. K. 2020). Recognize your ability to complete this task despite any obstacles. Effective time management and goal-setting are excellent methods to keep on track and achieve your program objectives. E-learning involves the use of digital tools for education and learning. Use technical tools to enable learners to learn anytime, anywhere. It includes training and knowledge transfer, motivation for student interaction, and sharing and respect for different perspectives. It promotes communication and improves relationships that support learning. Despite some issues being discussed, the literature has specifically attempted to explain the role of e-learning and how e-learning has had a powerful impact on education and learning. Adopted by some educational institutions, it has improved access to information for teachers and learners, created a rich environment for student collaboration, and raised academic standards. All literature explaining the strengths and weaknesses of e-learning suggests the need for implementation in higher education so that faculty, managers, and students can enjoy all the benefits of recruiting and implementing it. The consequences of the ongoing review display the significance of setting out open doors for the students in web-based courses as it upholds their learning inspiration and commitment. Members in their meetings and unassuming reactions communicated that they need choices to contact their companions and make an association with them. In situations whenever understudies got more chances to convey and talk in their simultaneous meetings, they were more satisfied with their encounters in web-based classes. Overall, understudies are satisfied with the determination of educational innovation in their classes as they fill the need of their utilization. The general perception is that it is essential so that the understudies might be able to see the consistency of the determination of such apparatuses. Prevalently, all of the members concurred that utilizing college gave stages to get to the materials, and direct internet based correspondence and

learning is adequate for their requirements as they didn't communicate seeing huge errors between the stages that serve something very similar reason (Dutta, S., 2020).

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