

Online Teaching Learning : Challenges and Benefits

Dr Meena A Deshmukh,

Assistant Professor

VMV Commerce JMT Arts & JJP Science

College Wardhman Nagar, Nagpur

Abstract:

We all are facing with pandemic of 'Coronavirus disease -2019' (COVID-19). Due to absence of proper medicine and vaccine for the treatment of COVID-19, the Government of India has imposed the country lockdown from 25 March 2020 to avoid chain /community transmission of coronavirus. Consequently, the educational institutes were also closed and traditional class room teaching switched to online teaching to compensate the educational losses. Online Education Change in technology is offering many opportunities for all stakeholders which includes entrepreneurs, education sector and learners etc.

Keywords :- COVID-19; Online Teaching; Education; Learning; Challenges; Benefits.

Introduction:

During this pandemic time of COVID-19, we must protect our students' right to learn. Education can build the skills and resources they need to best respond to crises our global community is currently facing. Learning is an inherently social activity. While an intelligent tutor might be able to help a student master specific concepts, it may not be able to teach students to critically analyze a work of literature or debate the ethics of new legislation. The best implementation, online learning benefit students differently depending on their personal circumstances. For instance, non-native English speakers might benefit from online instruction that allows them to pause and look up unknown words.

Today it is important to realize that technologies can be either substitutes for or complements to resources already in the Education sector. To the extent that they are substitutes, they are inherently equalizing forces i.e a well-designed and structured online content might provide critical support in education which is too overwhelmed to produce the same coherent and engaging materials that are already created.

However, in many cases technologies may be complements i.e, technologies must be accompanied with additional resources in order for them to benefit traditionally underserved populations. If technologies are used disenfranchised, students through the personalization of material to their interest or gaming technology, they could benefited. However, these often reduce oversight of students, which could be particularly detrimental and who are less motivated or have receive less structured educational supports at home. It is also possible that these technologies will not be able to engage reluctant learners. Our world feels very uncertain right now, but one thing we can guarantee is that the market for online education is going to continue to grow and thrive, regardless of the pandemic. As we transition away from older industries and embrace digital technologies, the most stable jobs going forward will be those that lend themselves to the vast potential of the online world - and that includes teaching.

An online course and the teaching transform learning, curriculum. Many adjustments have to be made to both instructional curriculum in order to implement relevant and effective online courses. Changes to the curriculum revolve around which include: deciding upon and structuring learning activities; selecting the readings and other course work upon which the learning activities would be based; allocating enough time for the learning activities to be learned; ensuring that changes by any actions taken with respect to all of the above, are relevant to the course content. Modifications to instructional approaches imply both the conversion of effective traditional instructional strategies into purposeful online practices and the acquisition of knowledge and competencies in many technological areas. Effective online teaching strengthens objectives and changes the processes by which students meet these objectives and learn

course content. The power of online course depends on the professional educator's ability to create a student-centered learning environment where each student engages in the active construction of meaning, drawing internal and external factors affecting their learning in online environments.

Online Learning: Challenges

* Access to technology for students and teachers may be limited in their regular access to reliable or appropriate technology. People may be sharing a computer or mobile within one house, or may use computers on campus or in a public place. Students or teachers may have limited access to required software.

* Access to the Internet for all students and teachers have regular or reliable access to the Internet. In many cases Internet access may be limited to dial-up speed, or there may be a capped monthly usage package which can restrict their ability to access or engage limit with information used.

* Ability to use technology not easy. Some technologies and tools require training. In some cases, technical training may not be readily available.

" Isolation problem may be faced by Teachers. They without peer support for their online initiatives, it can be a lonely and isolating experience

* Information overload possibilities are there like in some cases, the amount of information, how it guides, help and resources provided online can become overwhelming and confusing if not properly managed. It can be difficult sometimes for students and teachers to discern which are relevant or important.

* Faculty members need to design and use different strategies for teaching, engagement and assessment in the online learning. Unlike a campus course that meets once or twice per week, an online course is open 24 hours in all week days a week and learning possible continually.

* It is challenging to build a comfortable environment for learning or a sense of community in the online teaching. It will be important that students and teachers can get to know each other and stay connected.

* Students who are new to the online learning or who have lower motivation may fall behind or get confused. Creating proper structure for the class and clearly communicating deadlines and due dates for assignments submission can help to overcome this challenge.

* Although it is not necessary to have advanced technical skills, it is important to feel comfortable using a computer and navigating the Internet. Network issues can also make accessing course platforms and materials frustrating.

Online Teaching Learning : Benefits

* Students and faculty enjoy flexibility and convenience in courses that can be taken and delivered from any location.

* Interaction and engagement can be seen from all participants and not only the few who are comfortable raising their hands. Mostly Faculty members often report that students use to write better at the end of an online course and they were capable to have more meaningful discussion on course topics because they can clearly reflect prior to answering.

* Successful online programs can also lead to increased satisfaction, higher retention and enrollment for students who are able to satisfy requirements and pursue interests from home or while traveling or pursuing other opportunities.

* Online learning expands access and extends reach to a global audience. It enables more active environment for campus teaching, as well as the possibility of hybrid global courses. Online learning contributes another new teaching tool and platform to the ongoing development of research-based undergraduate and graduate education. It also allows for student and faculty flexibility and experimentation, and positions online and open education.

* Online education provides opportunities to access and share information more easily and readily. Teachers and students are able to join online communities globally, of practice based on their area of interest other than their geographic location.

* Online education provides access to a greater depth and breadth of resources and information.

- * Online education can enhance the student learning experience by providing opportunities for cross-disciplinary, cross-cultural and/or cross-campus collaborations. This learning experience is possible at a local, national or international level, which can be enriched by increased interaction and engagement, peer feedback, and integrated group work skills.
- * Online delivery provides a mechanism for equal opportunity amongst students and teachers living with a disability, or who have accessibility difficulties that restrict their ability to attend a face-to-face class.
- * Online learning develops digital literacy skills that are increasingly required in contemporary society and workplace environments.
- * Online education can streamline some administrative aspects of teaching.

Online teaching: Improvement

The Internet promote online learning which has significantly changed how we communicate with one another as well as how we access, share and facilitate information broadly. The issue is reduced that how to use technology for teaching, but teachers acknowledge the way the world is already developing, and understand the significance of online literacy and the role that collaboration and online teaching learning plays in student life and also their future workplace environment.

Nowadays scenario changed that Software and technology changes very rapidly, and it can be difficult to keep update with these developments. It is important therefore to focus on understanding effective latest strategies for online teaching rather than the technology. Education sector are adapting new programs and operations quickly to ensure that students do not lose precious time in their educational journey.

- * Designing new methods to facilitate distance learning, including radio and TV education broadcasting in areas without internet
- * Distributing print materials in local communities
- * Providing mentoring to students by phone to support them emotionally through the crisis of

COVID-19, provide encouragement to students for continuing their studies from home, keep them informed constantly on how to stay safe and healthy, and help them navigate the challenges related to current situation.

- * Expanding book supply chains, government partnerships and other local relationships to find ways to get books to students who cannot visit libraries.
- * Launching our digital learning platform, Literacy Cloud, a rich online library of storybooks sorted by reading level and language, plus read-aloud videos and professional development resources for teachers and students.
- * Supporting technological infrastructure that allows to work remotely and continue to support our programs across the globe
- * One way we can improve the online experience is to make it more accessible for everyone, regardless of location and income. .
- * If more students can connect to the internet, it makes sense that in time more of students will be able to experience all the benefits of 5G technology. Which means for digital education, it can allow learning to integrate widely seamlessly with daily lives and effectively becoming a new lifestyle.

Conclusion:

Online education can change the whole future scenario in education if it can be implemented in joint collaboration with industry, universities and government. Major changes in curriculum are required to bridge the gap so that students have complete knowledge and are ready for job after passing out. Education process needs to be updated by making it more practical with the use of ICT based technology. Also it should be designed in different languages to increase their reach and more opportunities for youth in rural India. Innovations are required to design ways to increase the social skills of online learners that they may come out with flying colors.

Online teaching has played a vital role during the

pandemic but its consequences cannot be ignored. The online classes cannot be accessed by each student due to unavailability of smart phones, laptop and mobiles network to especially poor families and remote areas. Thus, online teaching cannot take the position of traditional class room teaching for long time and need to back the traditional teaching after pandemic or possible situation and environment.

References

- Brown, J.S., Collins, A., & Duguid, P. (1989). *Situated learning and education*. *Educational Researcher*, 25, 34-41.
- Chauhan, Jyoti (2017). *International Journal of Computer Trends and Technology (IJCTT) - Volume 49 Issue 2 July 2017*
- Dede, C. (1996). *The evolution of distance education: Emerging technologies and distributed learning*. *The American Journal of Distance Education*, 10(2), 4-36.
- Gold, S. (2001). *A constructivist approach to online training for online teachers*. *Journal of Asynchronous Learning*, 5(1), 35-57.
- Khan, B. (1997). *Web-based training*. Englewood Cliffs, NJ: Educational Technology Publications.
- Kozma, R. (1994). *Will media influence learning? Reframing the debate*. *Educational Technology Research & Development*, 42(2), 7-19.
- Schoenfeld-Tacher, R., & Persichitte, K. (2000). *Differential skills and competencies required of faculty teaching distance education courses*. *International Journal of Educational Technology*, 2(1), 1016.
- Sharma, P. (2001). *The evolution of critical thinking and use of scaffolding in a technology-mediated learning environment: An exploratory study*. Unpublished doctoral dissertation, University of Georgia, Athens.
- Spector, J. (2001). *Competencies for online teaching*. Eric Digest. Report Number: EDO-IR-2001-09.
- Tam, M. (2000). *Constructivism, instructional design, and technology: Implications for transforming distance learning*. *Educational Technology & Society*, 3(2), 50-60.