EDUCATION IN A VIRTUAL SPACE

by:

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This new normal has a huge impact in our daily activities especially to the students who are having a hard time adjusting towards the new education system that causes them stress and difficulties to finish their activities on time.

Over the past period, the internet has had a deep impact on higher education by empowering the remarkable growth of online learning. Furthermore, just as we were getting used to fully online courses, blended courses, courses which assimilate online and face-to-face instruction seem to be growing in a similar or perhaps, in an even more spectacular manner. Add to that a superfluous emerging digital technologies such as schoology, google classroom, wikis, blogs, podcasting, social software, and serious gaming technologies that are increasingly being incorporated into online or online segments of courses, and one is tempted to despair of ever making sense of online learning. The reformed learning environments created by web-based technologies not only eliminate barriers of time, space and arguably learning styles, providing increased access to higher education, but they also challenge our traditional notions of teaching and learning, and indeed the higher education itself (Karen Swan, 2019).

Because of COVID-19 pandemic, government around the world have closed all the educational institutions to control the spread of disease, which is creating a direct impact on students, educators and institutions. The unexpected change from the physical classroom to virtual space is creating a disruption among students.

Online courses call for a greater amount of motivation and self-discipline than a classroom-based course. A classroom has one or more mentors and peers, who can hold a student accountable for their coursework. In distinction, online courses involve setting
our own goals, pursuing progress and meeting deadlines. One does not learn effectively in remoteness so online courses do offer conversation forums, email and one-on-one support. Technology also intensifies the visual experience by integrating animations that can be used interactively for effective learning and communication (Naveen KM, 2019).

The word virtual is not a generic term in education. It is derived from a system engineering and industrial world of business and science but now it is a common term for those who are engaged in online learning. Virtual education uses Information and Communication Technologies (ICT) to deliver the institutional functions such as school administrative processes, electronic learning material, and other provisions in learning services (Farrell, 2001).

This time of pandemic, virtual education opens the gate for new way of learning, not only for the students, but also for the parents who were used to accompany their children in going to school. Now, they are both in front of the computer to learn and supervise the learning.

Parents are now used to hear terms in virtual learning like log in, virtual classroom, mute and unmute of microphone, zoom in and zoom out, screen sharing and many other terms that are now familiar to them and to the learners in virtual learning.

Emerging various phases of education in this time of pandemic is a sign of boundless means of education for all types of learners.

References:

