NEW NORMAL: ONLINE LEARNING

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Many school buildings were closed and academic instruction was affected around the world because to the COVID-19 pandemic. Schools have to adapt to distant learning and create inclusive pedagogical techniques to suit the requirements of all students, given the obstacles of this unprecedented situation. The goal of online learning is to make learning more accessible to students. The COVID-19 pandemic demonstrated how important it is to support instructors and provide them with proper technical training and professional development in order to implement online classes successfully.

Online learning is defined as a type of education in which the majority of the instruction and information is supplied via the Internet (Watson & Kalmon, 2005). Print-based correspondence education, broadcast television or radio, videocassettes, and stand-alone educational software applications without a strong Internet-based instructional component are not included in this definition (U.S. Department of Education, 2010). Online learning is more appealing to non-traditional students, although it is available to everybody (Bates & Khasawneh, 2007; Lim, Morris, & Kupritz, 2007; Moore, Dickson-Deane, & Galyen, 2011; Shin & Chan, 2004; Xu & Jaggars, 2013). In a recent study by Xu and Jaggars, they found that women tend to adapt to the change from face-to-face learning to online learning better than men possibly because they are more motivated, better at conversing online, and more efficient in their learning schedules. Race and age have an impact on how effectively a person adapts to this learning environment (Wang et al., 2012; Xu & Jaggars, 2013).
Learning technology, pedagogical ideas, instructional methodologies, and pedagogical instruments all play a role in online learning. The lecturer employs asynchronous and synchronous communication methods to engage students throughout online learning. Students may learn anytime, anywhere, and engage with instructors and other teachers thanks to internet access, collaborative activities, and information sharing (Colorado & Eberle, 2010).

To construct personal meaning and grow from the learning experience, online learning necessitates the use of the internet to access learning resources, interact with the content, teacher, and other learners, and acquire knowledge (Ally, 2004).

According to McBrien et al. (2009), rapid technological advancements have made distant education more accessible and provided chances for more sophisticated conversation and learning than would be possible in a regular classroom (McBrien et al., 2009). To define a student’s capacity to utilize a computer while linked to a network, Cojocariu et al. (2014) online learning, open learning, web-based learning, computer-mediated learning, and blended learning were all employed (Cojocariu et al., 2014).

Online education appears to be a permanent fixture in educational systems. Some suggestions have been made to improve their results by shifting from a teacher-centered to a student-centered approach, in which various actions are considered (Delafosse, 2021), such as teacher flexibility in the administration of online content, a fair distribution of student workload, a shift from didactic contextual learning to conceptual learning, and changes in skill and competency assessment. To avoid disruptions in learning, suitable computer equipment and permanent internet access should be easily available, as well as technical help for both teachers and pupils. Teachers must have technology training in order to teach online, and students must have access to ongoing mentoring systems with high-quality student-teacher interaction (Pokhrel and Chhetri, 2021). Although online learning is not ideal, its expansion will accelerate in the near future, and educational institutions will organize more methodically to pursue the components of technology-
based learning that they have discovered to be more effective (Daniel, 2020). As a result, it is vital to foresee the negative consequences of the online teaching-learning process (Karakose, 2021).

References:


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