IMPACT OF ONLINE LEARNING OF STUDENTS DURING THE PANDEMIC

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The start of catastrophic COVID-19 era affected various educational institutions. The global promotion of health protocols by the World Health Organization and different health ministries forced schools to conduct classes online for safety purposes (Malik et al., 2017). Online learning physically separates the location of the teacher and student but meets virtually during class hours. Remote learning also provides the student the ability to study the lessons from their home through the help of Wi-Fi and the internet (Twigg, 2011). Two relevant online programs emerge from this situation and these are asynchronous and synchronous online learning.

Based on Murphy et al. (2011), asynchronous online learning is a type of online learning wherein the student can attend class and study at their own pace for as long as it meets the deadline. Learners can watch and rewatch pre-recorded lesson videos to understand the lessons. On the other hand, Synchronous online learning mimics the traditional face-to-face setup but both teacher and student do not meet in a physical classroom, instead, the class takes place virtually. The usual class discussion between the teacher and learner happens in real-time. The teacher can provide faster feedback and timely lesson explanation to the students on this type of online learning (Giesbers et al., 2014). Both programs have their effects on the recently concluded pandemic school year which will be elaborated further, to be able to help educators choose the appropriate online program.

Asynchronous online learning is a student-centered type of education program because it intends to cater to the different learning needs, interests, and backgrounds of the student. According to Lowenthal et al. (2020), asynchronous online learning provides
various benefits to students especially to those introverted learners that seldomly share insights during a live online meeting, through asynchronous video, they can easily share their views and opinions. Another advantage is that the students can study at their time preference and in turn feel less pressure on attending live class meetings. In addition, asynchronous learning invites different learning styles. According to him, there are also certain disadvantages that this method implies like the absence of instant feedback of the teacher to the student’s work and it is not a perfect fit for every class situation.

Based on Keylen et al. (2020), an asynchronous online learning approach was also injected into its elective course and the result was rated good on average. He mentioned that due to this rearrangement of education strategies, their students were taught to be more independent in terms of studying the course. According to him, the students accepted the new program positively. However, as stated by Öztürk (2021), notable disadvantages were also present on asynchronous e-learning like the students experiencing a lack of face-to-face interaction. Another is that they had difficulty receiving immediate feedback and they were unable to operate in groups with their peers and felt socially alienated. However, students were able to learn flexibly without regard to time or space, to learn autonomously by undertaking infinite repetitions at their speed, and to plan their learning process.

The other form of the remote education program is synchronous e-learning. In this kind of set-up, learners and educators attend real-time, live, remote lessons. Students are frequently able to engage with each other and their instructor in real-time, answering questions, giving feedback, and receiving assistance. According to Reinholz et al. (2020), when classes moved online, student involvement declined considerably, but teachers were able to apply new teaching tactics to boost participation. Adjusting the classroom norms, using student names, utilizing breakout rooms, capitalizing on chat-based involvement, handling polling software, building an inclusive curriculum, and compacting content to retain rigor were among the tactics employed. According to him,
The results showed that shifting online had a considerable influence on student participation. There was a drop in student involvement, but there were no distinct patterns for women or students of color. The drop is likely due, at least in part, to the difficulties of teaching and learning amid a global epidemic. Despite these obstacles, educators have made important success in raising learner participation in their lectures by utilizing new teaching strategies. This also implies that even under the most complicated conditions, educators can create large and meaningful benefits for their pupils.

Lapitan et al. (2021) stressed that effective online class is attainable when a mix of asynchronous and synchronous learning methods was used at the same time. According to them, the asynchronous component of the instruction was made through video lessons on YouTube, which allows students to study and progress at their most convenient time while the video conferencing platforms such as Zoom or Google Meet were used for the synchronous portion of the teaching. Based on their findings, the combination of these methods results in a positive impact on students and educators.

Remote learning methods are vital and inevitable in the teaching-learning process during this pandemic period (Moore et al., 2011). Both asynchronous and synchronous online learning have their direct beneficial impacts and disadvantageous consequences to the education system. The usage of these online learning strategies can be maximized to its full potential by continuously applying them to various learning situations and assessments of their implications to the teaching-learning process of education (Young et al., 2014).
References:


