

# Impact of e-learning on teachers and students

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## Abstract

E-Learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. There has been a technological transformation in the field of education as well. E-learning has become a crucial aspect of the educational system. It is gaining momentum day by day. The purpose of the study is to measure the factors affecting the use of e-learning and its effect on students and teachers.

It emphasizes on the challenges faced by teachers in India to implement e-learning and makes an attempt to suggest varied solutions to the awareness, implementation and comfortability with regard to the e-learning solutions by the teachers in their teaching-learning processes.

## Keywords:

E-learning, Information and Communication Technology, time and workload.

## Introduction:

E-Learning is one of the thrust area for imparting education using educational tools and communication media. It is the learning facilitated and supported by Information Communication technologies (ICT). The broad objective is to develop tools and technologies to promote e-learning. The Department has been financially supporting R&D projects in the area of E-Learning

Later the projects were initiated in the area of both hardware and software development for e-learning tools, technologies, personalized learning, creation of high quality interactive simulation environment, Open Educational Resources (OER), Adaptable e-Learning, Accessibility Models for the disabled, etc. While developing new tools and solutions, efforts were made by creating impact through already designed technologies through their roll-out for use.

Following new areas were identified as emerging areas in e-Learning to initiate further new projects:

- i. Development of a framework for qualitative online testing;
- ii. Development of standard for quality assessment of e-Learning content;
- iii. Development of Simulations, Interactive Experiments including 3D Labs;
- iv. Development of mobile compatible e-content packaging and delivery systems;
- v. Personalized e-Learning; and
- vi. Learning Analytics i.e. measurement, collection, analysis and reporting of data about learners and their contexts

## **ROLE OF GOVERNMENT IN IMPROVING E-LEARNING:**

The human resources development ministry is aiming to give online education a big push which is a good attempt to widen the reach of higher education.

Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and leading universities are taken by the human resources development ministry to chart an online education policy for the University Grants Commission (UGC) and deliberate how best to integrate it with the mainstream. When the country is adopting digital in most sectors, keeping education away is not the right approach. Pure online courses—adopted and aided by Indian institutes—will push quality higher education to the masses.

The promotion of massive open online courses (MOOCS) was the first step and it was time to take the initiative forward. The UGC is already working on a plan and top educational institutions will be in a better position to tell us about the market demand. Aadhaar or the unique identity number will be made part of the online education policy for authentication of students and linking them to the upcoming national academic depository. Institutions will be asked to present their innovations and best practices in the digital education space in sync with the ‘Digital India’ push of the Union government.

The new online education rules will enable institutions to offer courses for both regular students as well as working professionals. While online courses for regular students will allow the higher education space to grow, and cater to more students, the offerings for professionals will help re-skill them and be a good source of revenue for institutions as they can charge market rate

### **Role of teachers in technological world**

In the present scenario, there is very easy access to information with technology. The teacher here takes on the role of facilitator and guide so as to facilitate students with the right approach of managing abundant information to their optimum benefit and in taking right decisions in this technologically complex world. In the tech-savvy society, teachers’ role becomes very essential as they make students learn how to evaluate the abundant information available critically, to identify facts from propaganda, to understand the real ethical, legal and moral issues with respect to the access and use of information, to create meaning from data. All these questions view education in the larger context of today’s society and thus, it makes students capable of solving the real world current problems and prepare for a future of unknowns.

It is more vital to enable students know how to learn than what to learn. Teacher in this e-learning era takes an entirely different role as of a facilitator and a guide facilitating them to choose between right and wrong information, to enable them choose the best and the most appropriate content amongst the abundant information available with technology.

“With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school education. It has become more of a

fashion statement to have computers or multimedia in schools. Teacher education needs to orient and sensitize the teacher to distinguish between critically useful, developmentally appropriate and the detrimental use of ICT. In a way, ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers. Thus teachers need to build the critical thinking ability of the learners in the choice of information available by electronic medium so that they can discriminate between right and wrong. They need to develop their decision making ability and ability to think rationally as well.

As learning becomes more personalized, onus lies on teachers for orchestrating the mastery of 21st century skills in which students need to be successful. In the changed phenomenon of ICT, teachers would be required to guide learners to apply these critical skills through maintaining reflective journals, portfolio development, etc. “There is an urgent need to develop and deploy a large variety of applications, software tools, media and interactive devices in order to promote creative, aesthetic, analytical and problem solving abilities and sensitivities in students and teachers”. (National Policy on ICT in School Education, 2012). Teachers may need to re-think their basic tenets of education, redesign the methodology used in the teaching-learning processes in a creative way with the use of technology. Use of e-learning instills confidence among learners and teachers and also it empowers them to learn in an efficient and effective manner.

### **Challenges faced by teachers in handling ICT**

Most of the teachers still are digital migrants, that are born after 19th century whereas the young learners are the digital natives who are born after 19th century when the technological revolution came. That is why, using technology comes so naturally and easily to them.

There are numerous challenges faced by teachers in using ICT. Society demands a higher level and different set of skills than schools were ever designed to teach. ICT brings with it various challenges that teachers need to face. First of all, there is need for adequate availability of technology in the schools which includes huge costs incurred on acquiring, installing, operating, maintaining and replacing ICT's. The basic infrastructural requirements suited for making adequate provision of ICT are required. Secondly, it is imperative to make all teachers ICT literate and effective in handling ICT tools for teaching-learning processes. Another challenge is that the teachers need to develop their own capacity so as to efficiently make use of the different ICTs in different situations. They need not be apprehensive that ICTs would replace teachers. Another challenge faced by teachers is that English being the prominent language associated with modern technology. This causes problems as in many states people are not comfortable with English. The very electronic devices that have become an extension of our children are an enigma to many of us in the older generation. Technology has brought some sort of alleviation for the teachers from one another which we call as 'Digital Divide'. Teachers are not comfortable in handling these modern gadgets and technological devices. Rather than having students use computers, say, to better understand a math equation through a virtual hands-on activity, teachers may limit the use of that tool to word processing, in the similar manner as the typewriter was used a generation ago. The challenge for educators is not to dismiss or keep up with students' latest technological know-

how, but to create meaningful learning experiences in which students are taught how to apply their knowledge to solve real-world problems.

In this scenario, teachers need to prepare students for a technology-driven world that is nothing like the place they graduated into. Students of the 21st century need a technology-based education to survive in a technological world for which the pre-service and in-service teachers need to overcome the technological challenges.

### **Impact of e-learning on students:**

Today's learners want relevant, mobile, self-paced, and personalized content. This need is fulfilled with the online mode of learning; here, students can learn at their own comfort and requirements.

1. The Online educational courses can be taken up by office goers and housewives at the time that suits them. Depending on their availability and comfort, many people choose to learn at weekends or evenings.
2. In traditional form of learning, if you cannot attend the lecture, then you have to prepare for that topic on your own; in eLearning, you can attend the lectures whenever you want with ease.
3. A prime benefit of learning online is that it makes sure that you are in synchronization with modern learners. This enables the learner to access updated content whenever they want it.
4. e-learning enables educators to get a higher degree of coverage to communicate the message in a consistent way for their target audience. This ensures that all learners receive the same type of training with this learning mode.
5. Higher number of students who achieve 'pass' or mastery' level. Enhanced ability to learn and implement the new processes or knowledge at the workplace. Help in retaining information for a longer time.

### **Suggestions**

Teachers may begin using e-learning with the help of their colleagues collectively on a topic with mentoring and sharing experiences practices so that they remove their apprehensions in handling with it. Later they can extend this practice for small topics in their teaching-learning processes. Teachers may use internet resources to incorporate online tutorials for students who need extra help, and connect graphic calculators to TV monitors. Refresher programmes need to be organized from time to time so that they become comfortable with using technology. As per National Policy on ICT in School Education, teachers need to participate in selection and critical evaluation of digital content and resources. Teachers

should develop a positive attitude towards ICT and be interested themselves in its learning. They should not take it as a hindrance to their career rather thinks it as an innovative teaching resource in their classrooms.

Teachers may be also trained to discriminate the authenticity of information available on the websites so that they can enable their learners as well to discriminate between reliable and unreliable information.

Teachers initially may begin with introducing blended learning in their classrooms, that is, a combination of both online and offline learning. This would help in removing their apprehensions towards using the modern technology gradually and would make them comfortable in the process. Many researchers have proved the successful implementation of the blended learning in India. Blended learning in the classrooms is a good alternative to facilitate e-learning.

## Conclusion

It is imperative to fill the void that is being created between teacher and the students considering the fact that technology cannot replace teachers and teachers' role still holds relevance, though the teachers' role needs a number of transitions with the advent of ICT. In ICT- enabled society, there is great onus on the teachers to facilitate and guide students to manage abundant information, to develop discriminatory power between right and wrong, to prepare them for the world of work and to make them capable so as to deal effectively with the real-life challenges.

All this can be done if teachers have the will power, determination and the positive approach towards becoming techno-friendly themselves first of all and then when they see that its implementation actually has made the learning process more interesting, varied, richer and also suitable to individual differences in the classroom, they will make this as their enhanced instructional material in their classroom. Thus, teachers need to be prepared themselves for the changing role that the technological development has brought. Fair use of ICT would lead to effective transition to the knowledge society in the globalized world and would also create better teaching and learning environment in society.

From the students point of view it has reduced the workload, saved the time and helped the students in proper utilization of technology and also gain knowledge regarding usage of technology.

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