

Rise of E- Learning and Teaching

Nidhi Arora^a and Dr. Revika Arora^b

^aLecturer, K.C. Law College, Jammu, J&K, India.

^bAssistant Professor, Govt. PG College for Women, Gandhi Nagar, Jammu, J&K, India.

ABSTRACT

E- learning has features that cater to these modern learner preferences – hence its rise in popularity. With online learning, learners can access content anywhere and anytime. E-learning tools enable learning designers to make content interactive. Electronic Teaching involves computational systems that communicate and cooperate with learners at many levels. E-teaching constitutes an essential prerequisite for achieving efficient and fruitful e-learning in higher education, particularly at the undergraduate level.

Keywords

e- learning, computational system, higher education

Introduction

E-Learning means a lot of different things and it is understood differently by players with very different roles. The E-Content Report (2004) describes e-learning "as an umbrella term describing any type of learning that depends on or is enhanced by electronic communication using the latest information and communication technologies (ICT)". It is also defined as "a generic term covering a wide set of ICT technology-based applications and processes, including computer-based learning, web-based learning, virtual classrooms, digital collaboration and networking".

Education can become transformative when teachers and students synthesize information across subjects and experiences, critically weigh significantly different perspectives, and incorporate various inquiries. Educators are able to construct such possibilities by fostering critical learning spaces, in which students are encouraged to increase their capacities of analysis, imagination, critical synthesis, creative expression, self-awareness, and intentionality. The development of online courses in higher education doesn't happen overnight. While in general, internet-based learning is considered an option, an alternative to traditional learning, during the Coronavirus pandemic it became an essential element for maintaining the activity of schools and universities.

Online education is here and is highly likely to stay and grow. The review of its history clearly shows online education has developed rapidly, fueled by Internet connectivity, advanced technology, and a massive market. It has evolved from 19th century correspondence programs to the 21st century's vibrant and well-designed institutional online offerings. We can well anticipate that online education will continue to increase its presence and influence higher education through a vigorous process of reshaping, refining, and restructuring. It is unlikely, however, to replace traditional higher education but merely to be an alternative. But, owing to its flexibility, accessibility and affordability, online education is gaining in popularity, especially for people who are otherwise unable to obtain education because of physical distance, schedule conflicts, and unaffordable costs.

Growing demands for e-learning require a combination of methodologies, tools, and technologies to effectively scale by e-learning development throughout the organization. As e-learning is definitely a growing field in the educational and training market and elearning standard is a new emerging area, there are many challenges in implementation of undergoing technological changes and developments. The security of services, the encryption of messages and the common taxonomies to describe services and service xv access points in e-learning systems

environments are all in need of consideration. However, Supporters of e-learning are always looking forward some new developments. Technology advancements will continue to reshape learning over the Internet with increasing use of advanced tools and techniques. Many business houses are now moving towards using e - learning technologies for induction and refresher trainings. The key drivers influencing businesses to consider elearning technologies: 1. Cost: e-Learning can reduce costs of travel and lost productivity associated with face-to-face training, and can also reduce costs of content development because content can be reused and repurposed. 2. Scalability: Networking or Internet capabilities permit content to be scaled up to large numbers of learners, with multiple presentations of learning material to cater for differences between learners and variations in access to computers and networks. 3. Modularity: The creation of e-Learning content in short 'chunks' increases potential for flexible access. 4. Timeliness: e-Learning technologies can be used to enable learners to gain access on an as-needed, where-needed basis and deliver immediate knowledge required for performance-improvement needs. 5. Relevance: Access methods and content can be customized and adapted to the learner's needs and context. 6. Accountability: Evaluation can be enhanced by electronic mechanisms for providing feedback on the performance of learners, managers and eLearning developers.

Advantages of Learning Online

Online learning offers a variety of educational opportunities:

Student-centered learning

The variety of online tools draw on individual learning styles and help students become more versatile learners.

Collaborative learning

Online group work allows students to become more active participants in the learning process. Contributing input requires that students comprehend what is being discussed, organize their thinking coherently, and express that thinking with carefully constructed language.

Easy access to global resources

Students can easily access online databases and subject experts in the online classroom.

Experiential learning through multimedia presentations

New technologies can be used to engage and motivate students. Technology can also be used to support students in their learning activities.

Accessible for non-traditional students

Online delivery of programs and courses makes participation possible for students who experience geographic and time barriers in gaining access to higher education.

Draws on student interest in online learning

Many students are interested in online learning. In a recent survey conducted by the Office of Academic Planning and Assessment at UMass Amherst, more than 50% of students surveyed said that they were "very interested" or "somewhat interested" in taking an online course.

Advantages of Teaching Online

Teaching online courses can:

Offer the opportunity to think about teaching in new ways

Online teaching can allow you to experiment with techniques only available in online environments, such as threaded discussions and webliographies.

Provide ideas and techniques to implement in traditional courses

Online email discussions, a frequently-used practice in online learning, can be incorporated into traditional courses to facilitate group work. Other techniques, such as web-based course calendars and sample papers posted on the Internet (with student permission) can easily be incorporated into a traditional course.

Expand the reach of the curriculum

Online teaching can expand existing curriculum to students on a regional, national, and international level.

Professional satisfaction

Teaching online can be an enormously rewarding experience for teachers. Teachers often cite the diversity of students in online courses as one of the most rewarding aspects of teaching online.

Instructor convenience

Teaching online can offer teachers conveniences not available in traditional classroom settings; for example, at-home office hours and flexible work schedules.

Teaching strategies in online courses while recognizing the four learning styles can be identified as (1) Auditory learners, (2) Visual learners, (3) Kinesthetic learners, (4) Read/ write learners. It could be concluded that the achievement of online learning can be improved by providing instruction in a manner consistent with each student's learning style. However, it is important to keep in mind that, even if a specific student learns best in a certain way, he or she should be exposed to a variety of learning experiences to become a more versatile online learner.

It is essential for teachers to understand their students' motivations. Although students take online courses with the intention of successfully completing them, they tend to fail for a number of reasons. The success or failure of online instruction is perhaps related to student motivation.

To stimulate students, teachers should : 1. keep in mind that motivation must be natured in students. 2. explain to their students how the online environment may be used. 3. encourage interaction and collaboration among their students. 4. build study groups so that students will no longer be studying in isolation. 5. help students to make friends by meeting fellow students in the online environment. 6. interact with their students by monitoring the online presence of them and supplying them with continuous feedback. 7. construct their learning materials and environment to target their students. 8. facilitate the students' interaction with the online material by explaining the goal behind designated tasks. 9. be aware of students' frightened, worries and nervousness because such anxiety may have a negative effect on their accessibility and motivation.

The pandemic- induced lockdown forced colleges and schools to shut down their campuses and amid this a new reality; online teaching has emerged as a potent tool to support students' learning remotely. To continue the wheels of learning, institutions, worldwide, are switching to online mode of teaching and learning. The practical usage of video conferencing platforms such as WebEx, ZOOM, Google Meet, Say Namaste, as well as learning management systems like Moodle, Blackboard etc. have been encouraged to support students' learning in all possible manner during lockdown.

The concept of e-learning is a technology-mediated learning approach of great potential from the educational perspective and it has been one of the main research lines of Educational Technology in the last decades. The aim of the present systematic literature review (SLR) was to identify (a) the research topics; (b) the most relevant theories; (c) the most researched modalities; and (d) the research methodologies used.

E-Learning in Higher Education

Nowadays, the higher education system is in a continuous process of change, universities having to keep pace with the needs, desires, and requirements of students. Thus, information technologies and E-learning systems are seen as essential factors in carrying out the activity of universities, these institutions investing more and more in online systems and devices. However, in the technology era, one of the main challenges of universities is the integration of innovative E-learning systems so as to reinforce and support both teaching and learning.

Differences between traditional and online learning may also be acknowledged in terms of principal sources of information, assessment, or quality of education. While in traditional education, students are evaluated only by teachers, who also represent their main source of information, and the quality of education is dependent on teacher's knowledge and skills, in online learning, the evaluation may be done with the help of tools and systems, students can procure information from various documents uploaded on the platform, and the quality of education is influenced by the level of training that teachers. Teachers who are open minded, flexible and interested in developing themselves became self-taught and tried to improve their teaching skills. However, a certain segment of teachers still manifests resilience towards learning how to use new tools and they use, during the courses, only the basic functions of the E-learning platform. It is also important to mention that in the higher education system, it is more difficult for teachers to acknowledge that they do not know how to use certain tools provided by the platforms, which is why they do not ask for support in this regard. Still, only technical skills are not enough, teachers also have to adapt their methods of teaching to the online environment.

Conclusion

First of all, the students needs will be changed within changing life that technology will let us. Most importantly all of those future technologies will let us to increase the chances of developing new learning scenarios where we can include all of the senses into learning situation. Amidst COVID-19 pandemic, internet has become mitigating tool to rescue education from severe effects of worldwide lockdown and closure. By closing the gates of many educational institutions around the globe, coronavirus pandemic has provided an opportunity to practice digital form of teaching and learning. Regarding interaction in online teaching, it is suggested to integrate multiple media presentation and different activities to make learning more participative for students. Undoubtedly, the major challenge is to make students involved and motivated to learn online where social presence of teachers and peers are lacking. Teachers need to reflect on their adopted techniques and practices and should design it in such a way to match it with students' interest and preferred learning styles.

References

1. Abou El-Seoud, S.; Seddiek, N.; Taj-Eddin, I.; Ghenghesh, P.; Nosseir, A.; El-Khouly, M. E-Learning and Students' Motivation: A Research Study on the Effect of E-Learning on Higher Education. *Int. J. Emerg. Technol. Learn.* 2014, 9, 689–695.
2. Fischer, H.; Heise, L.; Heinz, M.; Moebius, K.; Koehler, T. E-learning trends and hypes in academic teaching. Methodology and findings of a trend study. In *Proceedings of the International Association for Development of the Information Society (IADIS) International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA)*, Porto, Portugal, 25–27 October 2014; pp. 63–69
3. Cheung, C.; Cable, J. Eight Principles of Effective Online Teaching: A Decade-Long Lessons Learned in Project Management Education. *Proj. Manag. World J.* 2017, 6, 1–16.
4. Nycz, M.; Cohen, E.B. The basics for understanding e-learning. In *Principles of Effective Online Teaching*; Buzzetto-More, N.A., Ed.; Informing Science Press: Santa Rosa, CA, USA, 2007; pp. 1–17