
Education In Digital Era

¹Km. Mahim siddiqui

¹B. Ed. Student, Govt. Raza P. G. College, Rampur U.P.

Abstract

This paper explores student's view on the effectiveness of online learning and how it has transformed their lives for better and for worse. A self-made questionnaire was used for data collection from students of graduate level. A total of 30 students completed the study by using their first-hand experiences. It was observed from their responses that one of the virtues of online learning is that it had opened the gates of multitudinous educational platforms which enabled students of all backgrounds to take advantage of it. Not all students find online learning as a boon in their academics due to various physical, mental and social hindrances that it possesses in the life of a student. The study also throughs light on the dying peer interaction and student teacher exchange that was a crucial asset in traditional learning. It also dug up a rough estimate on how many learners actually own proper digital tools required to be a part of this transforming age and what consequences they face when they lack such resources. The aim of these findings is also to provide ample data for further improvement in the field of Online Learning that has become a part of exceeding households in the country. The study can also be used to analyse the adjustment of the students from their traditional teaching learning environment to a new found digital world and to prepare suitable tools to assist this transitioning.

Keywords- Online learning; Teaching technology; Innovative teaching; Student-centred teaching; Digitalisation; Computer-assisted learning; Self learning packages; Curriculum Mapping; multitudinous educational platforms; lecture capture software.

Introduction

In the last 20 years, the internet has grown from being nearly non-existent into the largest, most accessible database of information ever created. It has changed the way people communicate, shop, socialise, do business and think about knowledge and learning. Online schooling is changing the face of traditional classrooms and making education more accessible than ever before. Online Education is electronically supported learning that relies on the internet for teacher/student interaction and the distribution of class materials. With online education students can turn anywhere with internet access and electricity into a classroom. It can include audio, video, text, animations, virtual training environments and live chats with professors. Dr Heidi Hayes Jacobs, one of the most recognised education leaders and the inventor of Curriculum Mapping once said, "Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add on afterthought or event."

The concept of traditional education has changed radically with the last couple of years and there are certainly some needs which make online learning the future of education.

- It has the potential to support learning during challenging times. During the pandemic, online classes helped several students to continue with their learning. As a result, stakeholders and parents have also realised the benefits of accessible digital education during the massive precautionary shutdowns.

- Drop-out rates and out of school children count is another setback to the dream of quality education in India. Digitalised learning is a fool proof solution for academically weaker, non-traditional and struggling students.
- Online learning inculcates a sense of independence and 21st century skills in students and results in them becoming ardent readers, great researchers, critical thinkers and problem-solvers.
- Numerous barriers to quality learning are the stumbling blocks for students but digitalised education offers credible solutions like flexible study schedules and self-paced study patterns.
- Online schools in India provides an opportunity for students to gain mastery over the subject matter instead of struggling with the age-old rote learning methods.

With these advancements in the educational fields, it is important to understand how the students are coping along with these new found changes.

Online education has become a new trend, and every student is willing to learn and practice. Apart from students, working professionals also benefit from online learning. It has given a platform to enrich the skills and nurture with time and technology.

Below are a few objectives of online education:

- Develop the quality of learning and teaching by Online Education.
- Convene the learning style or needs of students by Online Education.
- Develop the efficiency and effectiveness of teaching and developing via Online Education.
- Recover user accessibility and time flexibility to connect with learners in the learning process via Online Education.
- Endow with direct, universal access to information and services for all faculty, staff, and students.
- Improve the online interaction ability for individuals and groups connected with the School of Education.
- Expand and improve technology, support tools to meet the School of Education's present needs and expectations.
- Obtain feedback from users on contentment levels of current services, new services, and execute changes accordingly.
- Increase security awareness throughout the learning methods in Online Education.

A lot of students are void of the basic amenities required for obtaining the education of new generation. Also, a country like ours where electricity and network coverage are still an issue in 21st century it is not easy for the population to gain full benefits of such learning methods.

- Online Learning may create a sense of Isolation. Not all the students possess the ability to work independently and without the comforts of their community and campus with easy access to professors or their fellow students. Online education must support the social aspect of learning to match the effectiveness of traditional classes.
- Being part of a community and physically attending classes increases accountability. If a student does not feel they are getting proper guidance, they may not have enough self-discipline to fully engage in the lessons themselves. Tools like quizzes help assess understanding in real-time,

while breakout rooms encourage group activity. These tools help foster accountability and keep students engaged.

- Online classes imply an initial learning curve and extra effort on the teacher's behalf to create a successful online course. Of course, instructors also need proper training to tackle the technical aspect of online learning: the use of video and audio recording equipment, virtual classroom and lecture capture software. The combination of all these new skills represents a steep learning curve for the teacher.
- Online learning sadly contributes to the problem of more screen time which can lead to all sorts of physical ailments like poor posture or headaches. But it can also be a personal issue to students who struggle with learning from or focussing on screen.
- The classical disadvantages of online learning centre around technical problems. Nothing disrupts an online lesson more than audio, video, or connection issues. Many times, in the past, students were required to download and or install cumbersome apps or technology that would deliver inconsistent performances. Luckily nowadays, online classes can be accessed through the click of a link without the need to install anything.
- Internet connections throughout the world have improved dramatically. Additionally, people's devices have gotten significantly better.

Today, digitised information crosses barriers of time, space and efficiency. One can search for knowledge in multiple ways using multiple tools irrespective of the location and time. A smart search on Google through mobile, laptop or tab offer tons of learning options such as MOOCs, lectures, Skype classes, webinars, video conferencing and online chat with the master of a subject. With the onset of ICT in the education sector, knowledge sharing has become an easy and effective activity. The accessibility to knowledge sources leads to speedy sharing, storage and analysis of content under a definite perspective. The ability to sift through a large amount of data is the biggest advantage of digital techniques and processes.

However, the role of digital technology in education is not restricted knowledge acquisition, its impact is rather wider and deeper in conducting a research, managing a library of books and data, and collating the synthesised information for further analysis. The cutting edge technology eradicates many learning barriers and facilitates both teachers and students in the whole process.

Digital technology, with its many tentacles of communication hacking and information sharing, has breathed fresh life into classroom learning. Usage of digital boards and multimedia content leads to increased attention and engagement of the students and better interaction between teachers and students. Learning has become more interesting and animated for pupils, while on the other hand, teachers also feel less burdened with the easy availability of quality content on the internet. Things become further easier on both ends after the introduction of social media in the field of education. Now, teachers can upload the text as well as AV files pertaining to their lesson plan on various social media sites such as Facebook, Instagram, Pinterest and Twitter. As per the convenience, students can read the same on laptop, smart-phone or tab, or they can also take the printout of the shared notes as per their need. This way, lesson planning is no more a tiring and dull practice for the subject teachers. Teachers can also create professional learning networks on the aforesaid channels for projects, dissertations and other types of research work. Social media is equally advantageous to students if used in a controlled manner under the guidance of parents and teachers. Behaviourism and Online Learning: The learner's conduct in the

learning process is judged by the behaviourism learning theory. For improved learning behaviour, the behaviourism learning theory permits a student to closely follow the directions supplied by the instructors. In this study, the students used the behaviourism learning theory to complete the online lessons on their own time. The instructors also assessed the participants' conduct in order to guarantee that the online learning was of high quality. The students' participation in the lectures was judged using an online attendance system and quizzes during the lectures. The behaviouristic approach to instructional design for online learning begins with the core assumption of behaviourism that information is objective, implying that there is only one correct response to provide or a certain strategy to follow. Although this may appear rigid—and it may be—here is where eLearning professionals should begin to become aware of the kind of activities for which a behaviouristic approach may be suitable. It also demonstrates that behaviourism may not be the best strategy for eLearning activities that need the user to learn higher-order abilities, such as decision-making or problem-solving, by analysing, synthesizing, or evaluating the information given.

This paper outlines and discusses the findings from a descriptive survey examining students experiences and satisfaction with the education being provided in this digital era.

RELATED LITERATURE- When compared with traditional teaching methods, online learning is relatively new and has not endured the same scrutiny as classroom teaching (Ryan et al., 1999; Kenny, 2002; Attack and Rankin, 2002; Kozlowski, 2002; Henderson et al., 2002). As the online learning marketplace expands, there is a timely need for evaluating its outcomes and effects on teaching and learning. One of the processes for establishing quality outcome is benchmarking: 'a process improvement technique that provides factual data that allows institutions to compare performance on specific variables in order to achieve best-of performance' (Billings et al., 2001, p. 41).

Due to the catastrophic Covid-19 outbreak, a huge section of the planet is in captivity, and many cities around the world have become ghost cities. Covid-19 has influenced the universities, institutions, and schools. The Coronavirus has spawned businesses dedicated to facilitating the transition from offline to online learning. This problem is causing firms who were previously hesitant to adopt contemporary technologies to change their minds. The intriguing flank of internet education is shown in this catastrophe. We may communicate with a big number of students any time and everywhere in the globe by means of online learning methods. Organizations should investigate other ways to learn and educate online, and try to practise IT more properly. With the appalling need for the current scenario in mind, several institutions, colleges and universities across the world have fully digitalized their operations. In the middle of this turmoil, online work becomes a winner. Therefore, in this hazardous circumstance, it is necessary to improve the value of online learning and teaching. Following the introduction of Covid-19, online education at Chinese colleges has increased rapidly. Overnight, instructors modified their whole teaching approach from regular classrooms, in other words, to meet new conditions and to adapt to different scenarios. The classrooms have transformed. At present, the question is not whether online learning and teaching can offer a quality leaning system, but how schools can use online learning to such an extent (Carey, 2020). Opposition to change globally supports no education sector. They are evaluated by their capacity, in such a short time, to receive and sustain quality. The education sector's reputation is under threat and under study. It demonstrates their capacity to sustain education quality in the middle of this crisis. The distance, the degree of education and personal motivation in learning and practice are the 3 major criteria for online learning. Advanced organizational strategies can assist us to

address this outbreak of Covid19 (Liguori & Winkler, 2020). In such tough circumstances, Google tools like Open Board, Calendar, Google Hangout, G-Drive, G-mail and Google Form are quite useful. These applications can be used as an alternative to face-to-face education (Basilaia & Kvavadze, 2020).

The application of information technology in education has a varied nomenclature, for example online learning, e-learning, Web-based learning, distance learning and cyber learning. It can also mean a variety of delivery formats including self-instructional packages, Web-based subjects, two-way audio or video conferencing (Zalon, 2000). Although there may be differences in the level of application by different institutions, it is commonly agreed that the use of technology in education does not merely refer to disseminating lecture information and content through the Internet. The underlying philosophy of adult education still applies (Chapman, 2000).

Nonetheless, despite some studies documenting advantages in online learning, others provide a different view. The key factor for the effectiveness of computer-assisted learning is the accessibility and affordability of up-to-date computer hardware and software as well as the speed and stability of Internet access (Cragg et al., 2003; Atack and Rankin, 2002; Billings et al., 2001; Scollin, 2001).

A number of authors identified that computer proficiency and technical support are important for effective online learning. For beginners, it has been reported that confronting computer technology was more stressful and consumed more time than the actual learning activities at the beginning of a course (Atack, 2003; Atack and Rankin, 2002; Billings et al., 2001; Scollin, 2001). Since students' learning can be influenced by their satisfaction with their learning experience (Espeland and Indrehus, 2003; Ramsden, 1991), it is important to consider the students' viewpoint on this new teaching and learning method. Therefore, this study aimed to examine the online learning experience from the students' perspective.

In addition, feeling isolated and missing social contact have been reported in studies of computer-assisted learning. Particularly, the absence of non-verbal cues in solely Web-based learning left students feeling they have been communicating largely with a machine rather than other human beings (Atack and Rankin, 2002; Billings et al., 2001; Andrusyszyn et al., 1999; Bullen, 1998). Cragget al. (2003) in a study examining continuing education for nurses in China found that the lack of culturally and linguistically appropriate Internet learning materials (the majority being from a Western perspective and written in English) hindered learners' ability to transfer contextual learning into practice.

The objectives intended to attain through this study is

- To explore the impact of online education on their cognitive, affective and psychomotor domains.
- To compare the results of education in traditional mode and in digitalised mode.
- To analyse the overall experiences of the students as learners in digital era.

The formed hypothesis is that:

- Digitalised learning has not contributed much in the advancement of learning atmosphere and the spheres of education.
- Education in the era of digitalisation has no negative effect on the mental, physical, social and emotional aspects of a learner.

- No significant difference is found between traditional classroom learning and modern digitalised learning.

Limitations of this study are:

- This research study has been done on the students' academic achievements learned by online versus face-to-face modes of learning in a single university. These results may not be applicable to other universities.
- This research is based on the responses collected from the students of only Graduate level, the results may vary for other students.
- The factors like lifestyle, taste, preferences, surrounding environment inside and outside the educational institute of the students have not been taken into consideration.
- The study is conducted on a group of 30 random students, a large study area might yield a different result.

References:-

1. Ajayi, P.O., & Ajayi, L.F. (2020). Use of Online Collaborative Learning Strategy in Enhancing Postgraduates' Learning Outcomes in Science Education. *Educational Research and Reviews*, 15(8), 504-510. <https://doi.org/10.5897/ERR2020.4023>
2. Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARSCoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4), 1-9. <https://doi.org/10.29333/pr/7937>
3. American Association of Higher Education, 2004. The Flashlight Program. Available from: <http://www.tltgroup.org/programs/flashlight.html>. Retrieved on May 25 2004.
4. Boelens, R., De Wever, B., & Voet, M. (2017). Four key challenges to the design of blended learning: A systematic literature review. *Educational Research Review*, 22, 1-18. <https://doi.org/10.1016/j.edurev.2017.06.001>
5. Liguori, E., & Winkler, C. (2020). *From Offline to Online: Challenges and Opportunities for Entrepreneurship Education Following the COVID-19 Pandemic*. Los Angeles, CA: SAGE Publications. <https://doi.org/10.1177%2F2515127420916738>
6. Martin, F., & Bolliger, D.U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning*, 22(1), 205-222. Available at: <https://files.eric.ed.gov/fulltext/EJ1179659.pdf>
<https://doi.org/10.24059/olj.v22i1.1092>