Emerging Trends in Online Teaching and Learning: A Study

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Abstract

Education is the process of transferring knowledge, values, methods, skills, and beliefs from one individual to another. Distance education originated in the United States in the 1800's when teachers and learners at the University of Chicago were at different locations and tried to connect through correspondence courses. In the mid-1980s, the first online college courses were initiated by several universities and schools. The advent of the Internet was a catalyst for moving distance online education to the next level. The Internet is now playing a bigger role in our lives and dictating how we live, socialize, teach, and learn. As the Internet is developing into a main educational tool, online education offers the educator and the learner access to numerous resources. During the last decade online education of various kinds, often called distance education or web-based education, has become a normal part of many university programs. Online teaching and learning refer to education that takes place over the Internet. A significant number of colleges in the US and abroad are moving from the traditional face-to-face classes into fully online, web-based courses. Online education, often called distance education or web-based education, is currently the latest, most popular form of distance education. It has recently become an integral part of many university programs. This paper provides a brief introduction to online teaching and learning. It also focuses on the emerging trends in the online teaching and learning as well as its pros and cons in the present senerio.

Keywords- Online Teaching, learning, Emerging Trends, Online Process and Higher Education.

Introduction

Online teaching offers exciting opportunities to expand the learning environment for diverse student populations. As the demand for online teaching increases, college professors may be asked to consider teaching their classes' online. Online teaching shares much with face-to-face teaching, but it also has a unique set of skills and requirements. Both approaches are similar in content, except in pace and delivery. Rather that developing the courses from scratch, a company has emerged to take care of the courses. Professors just need to use Course Management System (CMS) software to prepare and deliver their courses. Using the software allows instructors to get it right from the beginning. For online teaching to be successful, it is recommend that the instructor should follow the following seven principles [5]: (1)encourage student participation, (2) encourage student cooperation, (3) encourage active learning, (4) give prompt feedback, (5) emphasize time on task, (5) communicate high expectations, (7) Respect diverse talents and ways of learning. To these principles one may add seven more [6]: (1) address individual differences, (2) motivate the student, (3) avoid information overload, (4) create a real-life context, (5) encourage social interaction, (6) provide hands-on activities, and (7) encourage student reflection.

The term online learning (or, as it is sometimes called, distance learning) includes a number of computer-assisted instruction methods. Online teaching and learning is faculty-delivered instruction via the Internet. s an educational experience that is mediated in whole or in part by web-based

platforms, tools, and devices. In much of the learning we do every day is moderated through technology (i.e. our use of smart phones, tablets, laptops and computers to work, to access information for work or for interest and to communicate with others or to occupy our time during leisure periods). We are constantly learning from online sources and we are all being shaped by online learning experiences (whether we realize it or not). Although we have all experienced online learning, we may not have thought about how to create those learning experiences, and we may not have had great experiences of online learning. Many if not most of us have considered and experienced first-hand what learning looks like and feels like in a classroom. have broad applicability to all teaching and learning contexts and milieus (including classroom, hybrid, and online).

The COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay. In response to significant demand, many online learning platforms are offering free access to their services, including platforms like BYJU'S, a Bangalore-based educational technology and online tutoring firm founded in 2011, which is now the world's most highly valued edtech company. Since announcing free live classes on its Think and Learn app, BYJU's has seen a 200% increase in the number of new students using its product, according to Mrinal Mohit, the company's Chief Operating Officer. Tencent classroom, meanwhile, has been used extensively since mid-February after the Chinese government instructed a quarter of a billion full-time students to resume their studies through online platforms. This resulted in the largest "online movement" in the history of education with approximately 730,000, or 81% of K-12 students, attending classes via the Tencent K-12 Online School in Wuhan. Other companies are bolstering capabilities to provide a one-stop shop for teachers and students. For example, Lark, a Singapore-based collaboration suite initially developed by Byte Dance as an internal tool to meet its own exponential growth, began offering teachers and students unlimited video conferencing time, auto-translation capabilities, real-time co-editing of project work, and smart calendar scheduling, amongst other features. To do so quickly and in a time of crisis, Lark ramped up its global server infrastructure and engineering capabilities to ensure reliable connectivity.

Alibaba's distance learning solution, DingTalk, had to prepare for a similar influx: "To support large-scale remote work, the platform tapped Alibaba Cloud to deploy more than 100,000 new cloud servers in just two hours last month – setting a new record for rapid capacity expansion," according to DingTalk CEO, Chen Hang. Some school districts are forming unique partnerships, like the one between The Los Angeles Unified School District and PBS SoCal/KCET to offer local educational broadcasts, with separate channels focused on different ages, and a range of digital options. Media organizations such as the BBC are also powering virtual learning; Bitesize Daily, launched on 20 April, is offering 14 weeks of curriculum-based learning for kids across the UK with celebrities like Manchester City footballer Sergio Aguero teaching some of the content. As with businesses, government institutions, and other organizations worldwide, education had to suspend physical classes beginning in March 2020 as part of international moves to deal with COVID-19. To ensure that students do not miss precious education time, academic institutions had to rush implementing online learning. According to UNESCO, the move affected more than 1.7 billion globally.

Flexibility and convenience are two of the most important deciding factors students use when choosing between online learning and traditional classroom instruction. In the Online College Students 2019 survey conducted by Learning House, among 1,500 registered online students, 63% of respondents said that they enrolled in an online program because it was the best fit for their work and life responsibilities, 34% stated it was their preferred method of learning, and only 3% said it was because they could only find their program online. Modern learners are overwhelmed and distracted, but fortunately, they are also motivated to learn. They adopt a "self-serve" learning approach where they can be empowered to take learning into their own hands. Over 60% of learners also prefer personalized, timely content and more than 56% learn on-demand. This is where we believe mobile learning's portability and accessibility can truly match the needs and lifestyle of modern learners and why it will continue to be one of the most popular delivery methods for e-learning. It involves an educational program where the content design and learning process are organized in small units and step, mainly due to the learners' specific needs. Content examples include images, quizzes, text, audio, video, and games. Students, for example, can review a short instructional video for a specific task before performing it so they can refresh their minds on how it is done. These short, straight-to-the-point, training content can better engage learners, provide them with the right content when they need it, and help increase long-term retention (Hogle, 2019).

Video is a versatile medium for delivering mobile learning, and learners seem to favor it among other social media platforms. On-demand video-based learning has been around for over a decade, but an emerging iteration is steadily gaining momentum—interactive video-based learning. This new format aims to address some of the innate problems in video learning, such as passive viewing and the inability to track the learner's progress. Interactivity can come in the form of embedded questions, navigation menus, keywords, and pointer phrases, among others. South Korea, China, and the United States have been leading developments in 5G technology. Integrating 5G into learning systems offers vast opportunities, including education and immersive video services as well as case studies and innovative research collaboration (Ahmad, 2020). Aside from advancements in immersive learning, we can also expect 5G to enhance the user experience with video-based learning. This is particularly in terms of download speed of instructional videos and other learning materials. Speed also means more stable video conferencing and seamless interaction and collaboration with remote peers.Gamification and serious games gain momentum. Colleges and universities, for example, are using gamification strategies like badges and leader boards to encourage student participation in school activities, motivate them to explore learning outside of the classroom, and help increase their social engagement with peers. Other universities have also used gamification to teach soft skills and to help students form a habit of lifelong learning. Some are even offering game design degrees too. These efforts have shown to not only improve student motivation and success but also increase student retention for the schools (Schwartz, 2019). On the other hand, there is numerous literatures supporting the positive effects of serious games in education. In one study, serious games proved effective in improving cognitive abilities and eliciting a positive mood towards general learning, while another evidenced that students and teachers alike were engaged longer during serious game-based learning than during nongame-based learning. Thus Technology-Powered Tools become the future of Assessment. These tools can provide immediate feedback, increase efficiency and reduce teacher's workloads, and integrate formative and summative assessments, among others.