THE RISE OF ONLINE EDUCATION

by:
Jhoenell S. Adan
Teacher II, Limay National High School

The Internet has a crucial influence on educational institutions over the intervening generation, enabling the tremendous advancement of online education. Furthermore, just as students were becoming accustomed to entirely online courses, merged courses, which incorporate virtual and face-to-face training, appear to be thriving in a comparable, if not more spectacular, manner. When students add in a slew of modern electronic innovations like wikis, blogging, podcasting, communication networks, and serious gameplay, all of which are gradually being integrated into virtual or online parts of classes, it's easy to lose hope in ever making sense of online learning. The modified teaching methods provided by web-based technology not only remove time barriers but also enable students to progress at their own pace.

Online courses necessitate more encouragement and self-discipline than traditional classroom programs. One or more teachers and peers may hold a student responsible for their academic coursework in a classroom. Online classes, on the other hand, require us to establish our objectives, monitor our growth, and meet deadlines. They are usually run via e-learning management system, which allows learners to access their program curriculum and educational growth as well as interact with their classmates and teacher. However, nothing about learning in 2020 is traditional, as the coronavirus has prompted a hasty shift to online education with little time to plan.

As the disease outbreak emergence, schools went under the emergency mode, closing down campuses and putting study habits digitally to prevent further spread of COVID-19, an illness characterized by a novel coronavirus. Further online classes are

expected this drop, according to education professionals. Experts agree that the layout of virtual learning differs. However, most online students use a variety of instructional strategies, or LMS, to display their teaching and evaluations, communicate with teachers, peers, and support resources, navigate teaching materials, and measure their performance on learning. Experts advise incoming students to verify if a school's learning management system (LMS) is mobile-friendly so they can accomplish academic work whenever and wherever they want. They'll almost certainly need a reliable internet connection as well as any necessary tools, such as a desktop computer. Experts point out that the sudden transition to distant teaching that schools experienced this season as a result of the coronavirus is not indicative of online learning.

An asynchronous, or self-paced, component is common in online classes. Students complete academic work on their schedule while still meeting regular requirements, a system that allows learners to be more flexible. Several other online classes may also include asynchronous aspect, in which learners watch live presentations and engage in conversations via videoconferencing services like Zoom. According to researchers, several educators have adopted the above design during the disease outbreak.

Students in certain distance learning may be ordered to undergo a residency mostly on the school field before or during the program. These standards come in a variety of lengths and levels of complexity. Students will participate in team-building practices and informative seminars. Certain online programs, particularly in health areas, can necessitate clinical experience.

Experts agree that if a curriculum has a synchronous aspect or allows students to connect to class, it's a good way to meet colleagues. Learners can also interact via discussion forums, media platforms, videoconferencing (especially for group work), as well as emails and phone calls. Online students engage with educators predictably to on-campus learners, but they may need to be more involved to ensure a consistent connection.

Many similarities exist between online and conventional education. Students must also take classes, turn in tasks, and finish group projects. Educators must also create curricula, improve learning environments, respond to class queries, encourage students to learn, and grade assignments. Considering their fundamental correlations, the two modalities have a lot of variations. Conventional teaching is notorious for being teacher-centered and requiring students to learn passively, while online instruction is often student-centered and involves student engagement.

Progress in learning is accompanied by doubts. Despite all of the findings, researchers continue to doubt the effectiveness of online learning. The usefulness of computer-assisted learning is still being studied. When deciding whether online learning is a suitable replacement for academic learning, economic evaluation, student experience, and educational outcomes are now being thoroughly researched. As technological advancements and learners seek improved educational experiences, this decision-making mechanism will all but certainly continue.

References:

Friedman J. and Moody J. (2020). How online classes work:10 frequently asked questions. U.S. News & World Report

Lundberg, J., Castillo-Merino, D., and Dahmani, M. (2008). Do online students perform better than face-to-face students? Reflections and a short review of some Empirical Findings. Rev. Univ. Soc. Conocim. 5, 35–44. doi: 10.7238/rusc.v5i1.326

Keramidas, C. G. (2012). Are undergraduate students ready for online learning? A comparison of online and face-to-face sections of a course. Rural Special Educ. Q. 31, 25–39. doi: 10.1177/875687051203100405