ONLINE TEACHING: THE NEED OF AN HOUR

Sarika Sharma[*]

ABSTRACT

Today, over three-quarters of faculty heads report that their institution now offers online courses, online learning enrollments are growing ten times faster than traditional enrollments, and thirty-one percent of all education students now take a minimum of one course. Given the present economics of higher education, it's likely that teaching institutions (and students) will still profit of the various benefits of studying online. From an institutional standpoint, online learning is a reasonable due to increase student enrollment and revenues without having to create corresponding investments in infrastructure. Additionally, by removing the necessity for physical presence in the classroom, online learning has the potential to form education accessible to a way larger population, while accommodating the strain of a fast-paced and global society. Students take pleasure in the pliability of online and hybrid degree programs that allow them to integrate their professional and individual lives, while remaining competitive in rapidly evolving professional landscapes. Comparing online and face-to-face courses may be a complex and potentially deceptive endeavor. Online learning outcomes are influenced by a spread of things including students' motivation and demographics, instructional design and methods, further as technology choices. However, the easy approach of comparative studies is compelling. Since online courses initially replicated face-to-face courses, the temptation to match the 2 environments is difficult to resist. Within the sphere of distance education itself, prior research has focused on students and instructional approaches. Issues associated with teachers' experiences are generally under-researched, although the shift in roles and responsibilities experienced by online teachers doesn't decrease their importance in the online classroom, even as "the virtual presence of a tutor doesn't diminish the central role of teaching". Additionally, existing research on teachers' experiences has mainly focused on the identification of practical barriers.

Keywords: *Teaching, Potential, Online Teaching, Experience, Motivation, Demographic, Students.*

Introduction

Education is the process of transferring knowledge, values, methods, skills, and beliefs from one individual to a different. Distance education originated first in the US in the 1800's when teachers and learners at the University of Chicago were at different locations and tried to attach through correspondence courses. In the mid-1980s, the primary online college courses were initiated by several universities and schools. The appearance of the net was a catalyst for moving distance online education to the following level. The net is now playing an even bigger role in our lives and dictating how we live, socialize, teach, and learn. Because the Internet is developing into a main educational tool, online education offers the educator and therefore the learner access to numerous resources. During the last decade online education of assorted kinds, often called distance education or web-based education, has become a standard a part of many university programs. Online teaching and learning is intended to achieve and interact the modern learner on one-to-one basis anywhere, anytime. A well-liked one involves Massive Open Online Courses (MOOC), which have grown involving many researchers and research institutions. The explanations for offering online course include easy and convenient access for college kids, higher degree completion rates, and also the appeal of such courses to non traditional students. In a very similar vein, barriers to the adoption of online courses include lack of college commitment and high costs of implementation and delivery of the courses. The key to a successful implementation of online teaching and learning is taking student characteristics under consideration. Strategies that employment for conventional full time students might not be effective for adult learners

[*]   Principal, Doon Public School, Bhuj, Gujarat, India.

with full-time jobs and family responsibilities. A primary focus of this research was the impact of online teaching on teachers' professional identity. This focus is premised on the idea that online teaching may be a disrupting professional experience that causes teachers to develop new teaching practices and beliefs, or to regulate existing ones so as to adapt to the actual needs of the web classroom. This finding reports on the character of the disruptions that teachers experienced, and the way they adjusted to those challenges.

What are the Advantages of Online Learning

Online education provides great opportunities and great challenges. Its benefits for the scholars and instructors. It offers the convenience of time and space, cost-effectiveness, and adaptability. Online learning allows student to pursue an internationally recognized degree without the necessity to attend classes on campus. It's convenient since it allows one to check anywhere that has a web access. Online courses are available 24/7.Over the past decade, the amount of online courses have also grown rapidly. Although online education may match for everybody, some less-developed countries see the web education as cost effective. it's needless to mention that online teaching and learning (in either synchronous or asynchronous manner) is applied altogether disciplines like engineering, engineering science, medicine, nursing, business, music, and social sciences. A number of the opposite benefits are as below

- **Efficiency:** Online learning offers teachers an efficient due to deliver lessons to students. Online learning encompasses a number of tools like videos, PDFs, podcasts, and teachers can use of these tools as a part of their lesson plans.

- **Accessibility of time And Place:** Another advantage of online education is that it allows students to attend classes from any location of their choice. It also allows schools to achieve intent on a more extensive network of scholars, rather than being restricted by geographical boundaries. This permits students to access the educational material at a time of their comfort.

- **Affordability:** Another advantage of online learning is reduced financial costs. This is often because online learning eliminates the price points of student transportation, student meals, and most significantly, realty. Additionally, all the course or study materials are available online, thus creating a paperless learning environment which is more cost-effective, while also being beneficial to the environment.

- **Improved Student Attendance**: Since online classes may be taken from home or location of choice, there are fewer chances of scholars missing out on lessons.

- **Suits a Spread of Learning Styles:** Every student includes a different learning journey and a unique learning style.

It's the simplest due to create an ideal learning environment suited to the wants of every student. It's noteworthy that several participants observed that online students cared-for produce better answers within the discussion forum that their face-to-face counterparts did within the classroom, a finding supported by prior research. The asynchronous nature of the net classroom gives student and teachers longer to think, research and craft their answers to discussion questions. They need time to proofread their answers, verify references, and thoroughly craft written response. Their contributions can therefore be better than the answers provided spontaneously by students within the classroom. As a practical matter, both styles of discussion are valuable.

What Are The Disadvantages Of Online Learning?

- **Inability to Focus On Screens:** For several students, one in all the largest challenges of online learning is that the struggle with specializing in the screen for long periods of time.

- **Technology Issues:** Without a homogenous internet connection for college students or teachers, there may be a scarcity of continuity in learning for the kid. This can be used for determining the whole structure of education.

- **Sense of Isolation:** Students can learn lots from being within the company of their peers. However, in an internet class, there are minimal physical interactions between students and teachers. during this situation, it's imperative that the varsity give other varieties of communication between the scholars, peers, and teachers. this may include online messages, emails and video conferencing which will leave face-to-face interaction and reduce the sense of isolation.

- **Teacher Training:** Online learning requires teachers to possess a basic understanding of using digital kinds of learning. Very often, teachers have a awfully basic understanding of technology. Sometimes, they don't even have the mandatory resources and tools to conducts online classes.

- **Manage Screen Time:** Manage Screen Time: Many parents are concerned about the health hazards of getting their children spend such a lot of hours gazing a screen. This increase in screen time is one in every of the largest concerns and downsides of online learning

- **Participants Find Online Teaching Time Consuming:** Time commitment could be a frequent topic of debate and research in online learning and, prior research is ambivalent about whether or not teaching online is more or less consuming. On the one hand, uninformed teachers or teachers who haven't been trained to show online often assume that online teaching takes less time than face-to-face teaching. Studying the way teachers speak about time management is thus some way to assess their level of engagement with this modality.

Practical Barriers to Online Teaching

Since online teaching and learning systems haven't been ready to convey interactions between the teacher and students; its educational effectiveness is under the standard face-to-face lecture. Responding to student email messages during a timely manner is challenging since it requires significant amount of instructor's time. It takes plenty of your time to organize and teach an internet course. There's also the difficulty of belongings and ownership of materials placed on the online.

- **Pedagogy and Technology:** Acquiring adequate pedagogical and technical skills are two elements crucial to a successful transition to the web classroom. In well-designed online courses, students are commonly asked to require on additional responsibilities, a number of which wont to be the prerogative of teachers. Additionally to the pedagogical challenge of adjusting to online learning environments, and no matter the technical assistance they will receive from their institutions, teachers have to be proficient within the technologies of distance education so as to be able to select the tools which will allow them to hold out their instructional goals.

- **Student Readiness:** While the acquisition of adequate teaching and technical skills is important, it's not a guarantee of success. Online learning is commonly as new students because it is to teachers. Students have to make adjustments to their studying habits so as for them to achieve success online learners. Faculty has reported the dearth of student discipline as a main barrier to online learning. Many students aren't prepared for this challenge, which can partially account for prime attrition levels online.

- **Time Commitment and Compensation:** Teaching online presents many potential benefits. Faculty cite incentives like professional and individual growth, reaching resolute more diverse student populations, more flexible learning and teaching opportunities, and increased income. Nearly 64 faculty reported that teaching online demands more effort than teaching face-to-face. In many instances, the compensation received was considered inadequate in the light of the trouble required.

- **Perceptions of Online Learning:** one among the foremost persistent challenges that faculty have to overcome before agreeing to show online is the still wide-spread perception, both inside and out of doors academic circles, that online learning could be a less worthy sort of education. The bias in favor of face-to-face instruction over distance education has its roots in the youth of the sector. However, little attention has been paid to the interior changes that teachers must experience before changing their teaching practice, and tiny attention has been paid to the effect of any such changes, on professional identity of the teachers. However, little or no attention has been paid to the inner changes that teachers have to experience before changing their teaching practice, and small attention has been paid to the impact of such changes on teachers' professional identity. This research focuses on the interplay between teachers' beliefs and their teaching practice, but also considers the influence of the socio-cultural contexts during which teachers are embedded.

- **Challenges to Professional Fulfillment:** Online teaching further threatens teachers' identity by challenging a number of the very reasons why they become teachers in the first place. They could even agree that online education may be a valid and effective learning modality, but it's not the modality they embraced once they decided to become teachers. In this respect, online

teaching threatens a crucial source of professional fulfillment. Transitioning to the web classroom can thus be potentially disrupting for teachers, especially those that are active members of their community of practice and who, over the years, have developed stable and well-rounded professional identities.

Conclusion

Generally, online teaching failed to appear to possess any reasonably transformative impact on the participants' professional identity at the time within the study. It's important to notice that this study represents an image of a selected moment in time, which as those teachers acquire more experience, or participate in professional development efforts, they may reach a awfully different place with regards to online teaching. Teacher oriented steps are generally represented by the presence of teacher in a powerful manner, and a kind of reliance on their lectures and sometimes on group discussion (GD) but less and a chronologically designed approach to ordered design where students are presented with the course content (often through a lecture), are given some opportunity to practice (through exercises), and are then tested on the content. Although such practice have come under criticism over the past fifteen years, when well-designed, this approach has been shown to be effective and to supply the many advantage of being familiar to students. Studies on best practices however, advocate the employment of student centered practices, which are defined by a more understated teacher presence and also the strong encouragement of scholars to steer discussions, engage in authentic and project-based activities like problem-based learning, collaborative learning, cognitive apprenticeship and other constructivist-based learning activities that provide students a chance to interact in meaningful activities, while collaboratively solving authentic problems. The isolated nature of online learning concerns practices that engage students strongly, which help them to stay motivated throughout the duration of the course.

References

A.   Sun and X. Chen, "Online education and its effective practice: a research review," Journal of Information Technology Education: Research, vol. 15 2016, pp. 157-190.

B.   E. Crane, Online Teaching and Learning: a Practical Guide for Librarians. Lanham, MD: Rowman & Littlefield, 2017.

1.   DD news. UGC forms committee to encourage online learning amid lockdown Retrieved on April 16, 2020 from http://ddnews.gov.in/national/ugc-formscommittee- encourage-online-learning-amid-lockdown

2.   H. Zsohar and J. A. Smith, "Transition from the classroom to the web: successful strategies of teaching online," http://northeast.edu/CTC/Pdf/Successful-strategies-for-teaching-online.pdf

3.   Joshua Stern. Introduction to Online Teaching and Learning. Retrieved on April 17, 2020 from http://www.wlac.edu/online/documents/otl.pdf

4.   V. N. Gudivada, R. Agrawal, and C.Chu, "Online teaching and learning strategies for programming-intensive courses," Proceeding of the 10th International Conference on Information Technology: New Generations, 2013, pp. 781-782.

5.   S. Suryanarayanan and E. Kyriakides, "An online portal for collaborative learning and teaching for power engineering education," IEEE Transactions on Power Systems, vol. 19, no.1, February 2004, pp. 73-80

6.   World Bank. How countries are using edtech to support access to remote learning during the COVID-19 pandemic. Retrieved on April 16, 2020 from https://www.worldbank.org/en/topic/edutech/brief/how-countries-are-using-edtechto- support-remote-learning-during-the-covid-19-pandemic

7.   Smith, M., & Diaz, A. W. (2004). Increasing students' interactivity in an online course. The Journal of Interactive Online Learning, **2**(3), 1– 26.

8.   UGC notice. An Appeal for Inviting ideas/ suggestions for "Bharat Padhe Online campaign". Retrieved on April 16, 2020 from https://www.ugc.ac.in.

❖◆❖