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"IMPACT AND USE OF INTERNET DURING COVID 19 ON E- LEARNING - SPECIAL REFERENCE TO MARGINAL COMMUNITY"

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Abstract

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. While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic. In Denmark, children up to the age of 11 are returning to nurseries and schools after initially closing on 12 March, but in South Korea students are responding to roll calls from their teachers online. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market.

Introduction

Global e-learning market, which was over a \$90 billion market last year, is the fastest growing market in the education sector. The number of internet users in India crossing 200 million is supporting it well. E-learning refers to the use of electronic media and information and communication technologies in education. It replicates and supplements the process of classroom teaching in electronic form. In a classroom, knowledge is delivered by a teacher who manages (portions and sequence of content to be taught and assessments related to it) and delivers a prescribed curriculum to a set of students. Similarly, eLearning involves efficiently managing and distributing relevant content to the consumers/customers.

E-learning industry can be said to be broadly comprising four components: content, management system, delivery/distribution system and the consumers/customers.

An efficient collaboration of all the three - content, management system, delivery/distribution system- leads to a satisfying and successful e-learning experience for a consumer. For start-ups in e-learning space to flourish, for the adoption of e-learning in schools and by massive consumer base, for capital to be poured in this space and for the whole industry to mature, one must understand the hassles and problems of the industry. 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 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. 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, Ding Talk, 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 Ding Talk 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 teaching some of the content. It is clear that this pandemic has utterly disrupted an education system that many assert was already losing its relevance. In his book, *21 Lessons for the 21st Century*, scholar Yuval Noah Harari outlines how schools continue to focus on traditional academic skills and rote learning, rather than on skills such as critical thinking and adaptability, which will be more important for success in the future. Could the move to online learning be the catalyst to create a new, more effective method of educating students? While some worry that the hasty nature of the transition online may have hindered this goal, others plan to make e-learning part of their 'new normal' after experiencing the benefits first-hand. The COVID-19 pandemic is overwhelming the functioning and outcomes of education systems—some of which were already stressed in many respects. This is true across the world and affects all children, though to differing degrees depending on multiple factors—including the country/region where they live, as well as their ages, family backgrounds, and degree of access to some "substitute" educational opportunities during the pandemic. In early spring as the pandemic was hitting its first peak, the virus consigned nearly all of over 55 million U.S. school children under the age of 18 to staying in their homes, with 1.4 billion out of school or child care across the globe. Not only did these children lack daily access to school and

the basic supports schools provide for many students, but they also lost out on group activities, team sports, and recreational options such as pools and playgrounds. This report briefly reviews the relevant literature on educational settings that have features in common with how education is occurring during the crisis and emerging evidence on opportunity gaps during the COVID-19 pandemic in order to propose a three-pronged plan. The plan covers the three R's: (immediate) relief for schools, (short-term) recovery, and (long-term) rebuilding for schools and the education system as a whole.

Literature Review

In higher education, e-learning is gaining more and more impact, especially in the format of blended learning, and this new kind of traditional teaching and learning can be practiced in many ways. Several studies have compared face to-face teaching to online learning and/or blended learning in order to try to define which of the formats provides, e.g., the highest learning outcome, creates the most satisfied students or has the highest rate of course completion. However, these studies often show that teaching and learning are influenced by more than teaching format alone. Many factors play significant roles, and this literature review will look further into some of them. The review has a special interest in professional bachelor education and teacher training, and it focus on factors that influence learning experiences in e-learning, online learning and blended learning. Thus, the research question of the review is as follows: Which factors are found to influence e-learning and blended learning in relation to learning outcome, student satisfaction and engagement in collaboration in higher education and particularly in professional education? The findings from the research papers included in the review show that among the many factors some seem to dominate more: educator presence in online settings, interactions between students, teachers and content, and designed connections between online and offline activities as well as between campus-related and practice-related activities. The article thus points in the direction of some significant factors, but it also discusses and questions the relevance of research focusing on comparisons between individual formats of e-learning, online learning, blended learning or "traditional" face to-face teaching and learning. Teaching and learning are complex and are influenced by more than just the teaching format. The review is based on systematic database searches conducted in January 2017, and it includes 44 peer reviewed articles and papers published between 2014 and 2017. In the literature reviewed, a great number of studies have aimed at determining whether computer-mediated education in the form of e-learning, blended learning or hybrid learning is better than traditional face-to-face teaching in relation to, for instance, learning outcome and student satisfaction. Researchers, educators and educational decision makers alike are eager to find out which format leads to the best results for their students and the educational institutions. However, as we shall see below, comparative studies of educational formats show different results, which might indicate that factors other than the format alone influence learning outcome, satisfaction, student retention. In this review of the literature on e-learning, we present and discuss definitions of e-learning, hybrid learning and blended learning, and we review the literature comparing different online teaching formats with traditional on-campus/face-to-face teaching. With this point of departure, we

explore which factors affect students' learning experiences in different online formats in higher education, with particular emphasis on professional education and teacher training. The review serves to show that some factors are more prominent than others, and these factors, including spaces, learning community and student identity, course design and the educator's role, are further discussed.

Objective

Main objective is to study the Impact and use of internet during COVID -19 on e-Learning - special reference to marginal community.

Methodology of the Study

The methodology of the study is through collecting the primary and secondary data. Primary data refers to the data collected by secondary sources, It includes; Books, Journals, Websites.

Analysis

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson. Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process

Findings

- 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, more than 50% of students said that they were "very interested" or "somewhat interested" in taking an online course.

Conclusion

The current study supports the use of online learning in medical and dental institutes, considering its various advantages. E-learning modalities encourage student-centred learning and they are easily manageable during this lockdown situation. It is worth considering here that currently online learning is at a nascent stage in Pakistan. It started as 'emergency remote learning', and with further investments we can overcome any limitations. There is a need to train faculty on the use of online modalities and developing lesson plan with reduced cognitive load

and increased interactivities.

Suggestions

As per the World Economic Forum, the Covid-19 pandemic also has changed the way how several people receive and impart education. To find new solutions for our problems, we might bring in some much-needed innovations and change. Teachers have become habitual to traditional methods of teaching in the form of face-to-face lectures, and therefore, they hesitate in accepting any change. But amidst this crisis, we have no other alternative left other than adapting to the dynamic situation and accepting the change. It will be beneficial for the education sector and could bring a lot of surprising innovations. We cannot ignore and forget the students who do not have access to all online technology. These students are less affluent and belong to less tech-savvy families with financial resources restrictions; therefore, they may lose out when classes occur online. They may lose out because of the heavy costs associated with digital devices and internet data plans. This digital divide may widen the gaps of inequality.

Recommendations

Teachers and students suggested continuous faculty development. They recommended a reduction in cognitive load and increased interactivities during online teaching. Those in clinical years suggested ways to start online Case Based Learning. However, some were also of the opinion that there should be revision classes along with psychomotor hands on teaching after the COVID-19 pandemic is under control. To enhance quality, they suggested buying premium software and other proctoring software to detect cheating and plagiarism.

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