



ONLINE TEACHING LEARNING PROCESS - OUTCOMES AND QUALITY CONCERNS

Dr. M. Balaji

M. Bhuvana

Abstract:

Teaching Learning process has evolved over the years and has reached unexpected levels in the recent times, especially during the pandemic. Teaching, alongside imitation, is widely thought to underlie the success of humanity by allowing high-fidelity transmission of information, skills, and technology between individuals, facilitating both cumulative knowledge gain and normative culture.[1] Teaching is not favoured where the pupil can easily acquire the information on its own, or through copying others, or for difficult to learn traits, where teachers typically do not possess the information to pass on. This leads to a narrow range of traits for which teaching would be efficacious, which helps to explain the rarity of teaching in nature, its unusual distribution, and its highly specific nature. Such sequential problems have given rise to the online mode of teaching and learning which has changed the roles of tutor and tutee and the way this process is looked upon. Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on postsecondary education and the trend is only increasing [2]. This article outlines the quality enhancement in the teaching learning process with the dawn of online education and throws light on its challenges upfront.

INTRODUCTION

Over recent years, much has been written about school reforms and the efforts of the educational community to address practice in classrooms. Although there are many stakeholders in educational reform – parents, administrators, teachers and students – the practice of individual teachers is at the heart of educational reform [3]. Modern day teachers are facing the biggest challenge of shifting their tracks from offline to online and quality often is debated in this paradigm shift. Online learning is education that takes place over the Internet in non-tradition classrooms. It is often referred to as “e-learning” and was lately used for the term distance learning. Distance learning has evolved a long way from the days of postal and telecourses, CD-ROM courses, etc till the modern technologies of internet based learning and mobile learning. Although initially online education was considered to be inferior to face-to-face learning, it was perhaps the only possible mode of education during the pandemic. And the critics now will have to accept the reality and rather think ways of improving the quality of online education, instead of comparing and surfacing the negativities of online education system.

NEW PARADIGM SHIFT AND CONSTRUCTIVISM

Online learning is catalysing a pedagogical shift in how we teach and learn. There is a shift away from top-down lecturing and passive students to a more interactive, collaborative approach with active students and instructors co-creating the learning process. This is a student-centered approach in which students “co-create” their learning experience. This approach empowers students as active learners instead of just passive recipients absorbing information and reproducing it for standardized tests. Some of the major outcomes may be visualised as

- Increased responsibility for learning belongs to the student.
- The relevance of the learner’s background and culture
- Instructors as facilitators helping learners develop their own understanding of content
- Synergy in the dynamic interaction between task, instructor and learner.

QUALITY ENHANCEMENT IN TEACHING

When quality is stressed in teaching, teaching should be responsive and reflective. A quality education system is that which emphasizes independency in both ends of the teaching learning process. Teaching largely is an art, although knowledge is mostly acquired. A knowledgeable teacher may not be so expressive in delivery or may lack teaching abilities. On the contrary, a lesser knowledgeable teacher may be more effective by his own methodologies to reach and pacify the students. Whether offline or online, teaching quality is of prime, and it has been most sought when the supply chain of this lengthy teaching learning systems is even lengthened in times like the pandemic. Arguably, quality teaching does not end within class room but stretches beyond. Quality teachers are approachable by students and parents, cozy, gentle, fervent, dedicated, tolerant, communicative, and constantly hunting for knowledge. In surplus, their aspire for teaching, and love towards students and their subjects is what enhances the quality levels for themselves or the system in which they are a part of.

OUTCOMES

Education is considered a conduit for bringing about cognitive changes in learners through engagement and involvement.

Online education has far reaching goals and some may take years to even sense, in comparison with the brick-and-mortar teaching. Online learning meets the needs of an ever-growing population of students who cannot or prefer not to participate in traditional classroom settings. The minimum requirement for students to participate in an online course is access to a computer, the Internet, and the motivation to succeed in a non-traditional classroom. Online courses provide an excellent method of course delivery unbound by time or location allowing for accessibility to instruction at anytime from anywhere. Learners find the online environment a convenient way to fit education into their busy lives. The ability to access a course from any computer with Internet access, 24 hours a day, seven days a week is a tremendous incentive for many of today's students. Each participant in a course can and should be a teacher as well as a learner. Teaching job changes from being the sole source of knowledge, to being a guide and role model. He or she is able to connect with students in ways that address their own learning needs by moderating discussions and activities in a way that collectively leads students towards the larger learning goals of the class. Convenience, Enhanced learning, Levelling off the play field, Interaction are the milestones of online education in the tradeoff with offline education system's.

CONCLUSIONS

Traditional teaching in the form of lectures does not suit the purpose of modern education in the twenty first century. There is a paradigm shift in the concept, purpose and delivery of education. The shift is from teaching to learning. Learning is foregrounded and focused and teaching is expected to be a process of facilitating learning. Traditional learning by and large is a memory-based recycling process where new knowledge was not constructed. Teachers today are decentered were as the learners are centered. [4] Quality classrooms call for learner-centered classroom in the place of teacher-fronted ones. Today's classroom should be a learning centre with

plenty of learning activities facilitating play way learning and promote project based setups . The use of handouts and other modes of knowledge exchange should be encouraged and silent classrooms should be abolished. Quality teaching cannot be viewed independent of effective learning. Teachers as well as students are the determinants of quality teaching and effective learning. Modern teachers shall not expect the students to be academically committed, intellectually curious, brilliant, naturally interested and quickly responsive. As a matter of fact, it is the quality in the teacher to pick the odd ones and treat them individually in making them par with the even. Researchers or Academicians will admit that treating the odd is not so easily done as said. Questionably, modern teachers will have to inculcate such skills, apart from adapting themselves to the usage of modern gadgets of online teaching to remain competitive and enhance quality in the process.

REFERENCES

1. *L. Fogarty, P. Strimling, K. N. Laland, The Evolution Of Teaching, Evolution, 2011. Pp 1- 11.*
2. *Joshua Stern, Introduction to Online Teaching and Learning,*
3. *Martha T. Dever & Deborah E. Hobbs, The evolution of a teacher: a 2-year case study, Teacher Development, Vol 2, No.3, pp.385-405*
4. *John Sekar Jeyaraj, Effective Learning and quality teaching, SSRN electronic journal, 2019, Vol 57, No.35, pp 30-35.*

AUTHORS

Dr. M. Balaji, Associate Professor, Mechanical Engineering, Kumaraguru College of Technology, Athipalayam Rd, Chinnavedampatti, Coimbatore – 641 049 (TN)

M. Bhuvana, Assistant Professor, Mathematics, Meenakshi College for Women, No.363, Arcot Rd, NSK Salai, Kodambakkam, Chennai – 600 024 (TN)