

TEACHING AND LEARNING

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Abstract

This article is a conceptual framework based on a theoretical review. Quality human resources are born from quality education, and quality education is of course the fruit of the performance of quality teachers. Education for Sustainable Development becomes an imperative trend among educational institutions, which requires a change in education in this modern society. All learning and Teaching need to revisit its functions if it plays its vital role in transforming society by promoting social and environmental equity. Online Teaching and learning has become a popular teaching modality used by educational institutions worldwide due to the threat of the Covid-19 pandemic. It helps teachers learn and teaching the new technology, flexibility of time and locations, diverse and enriching experience, online resources accessibility, and collaboration among colleagues.

Keywords :Education, Teaching, Learning, Online, Tools

INTRODUCTION

Today in the global pandemic, Higher Educational Sectors are facing many challenges. One of which is the massive youth disengagements and deprivations of graduate professionals. Moreover, private universities and colleges are now closing their campuses and adapting online and flexible learning. It was suggested that the educational stakeholders, especially the teachers, should become more adaptive and innovative in practicing the mentioned learning method. Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you are not self-motivated. Motives are not seen, but, Behaviors are seen. Is learning a motive or behaviour? Learning is both a motive and behaviour but only behaviour is seen, learning is internal, performance is external. Online learning is most effective when delivered by teachers experienced in their subject matter. The best way to maintain the connection between online education and the values of traditional education is through ensuring that online learning is “delivered” by teachers, fully qualified and interested in teaching online in a web-based environment.

ONLINE ENVIRONMENT:

1. Students become more active, reflective learners.
2. Students and teachers engage in learning through the use of technology and become more familiar with technology by using it.

APPROACHES

Online Learning Two approaches to online learning have emerged: synchronous and asynchronous learning. Synchronous learning is instruction and collaboration in “real time” via the Internet.

It typically involves tools, such as:

- live chat
 - audio and video conferencing
 - data and application sharing
 - shared whiteboard
 - virtual "hand raising"
 - joint viewing of multimedia presentations and online slide shows
- Asynchronous learning methods use the time-delayed capabilities of the Internet.

It typically involves tools, such as:

- e-mail
- threaded discussion
- newsgroups and bulletin boards
- file attachments

Asynchronous courses are still instructor-facilitated but are not conducted in real time, which means that students and teacher can engage in course-related activities at their convenience rather than during specifically coordinated class sessions. In asynchronous courses, learning does not need to be scheduled in the same way as synchronous learning, allowing students and instructors the benefits of anytime, anywhere learning.

Course Software Rather than creating your online course from scratch, a number of software programs are now available that make it easy to develop an online course. These programs include features such as threaded discussions and document sharing and predesigned design layouts to make the course design process easier. Check with the campus technology specialists to learn more about the preferred software for online learning in your department.

TOOLS FOR THE DIGITAL CLASSROOM

2020 has been a transformative year. Everything has changed, including the way kids and university students go to school. During the pandemic, most of the world instated social distancing rules, 20-second hand-washing practices and preventive mask-wearing in public. To say this affected the way educators and students interact is an understatement. In March, millions of children transitioned from face to face classrooms to some kind of virtual education set up at home. During the first months of the pandemic, teachers had to scramble and find the best ways to set up a virtual classroom that would keep their students engaged.

**Google Classroom/Zoom/ Webex Meetings/ Schoology
/A Web Whiteboard App/Ted Talks/Actively Learn/Padlet/Thinglink/Talking
Points/Quizizz/Edpuzzle/Adobe Spark Video/Prezi.,etc.,**

Preparing to Teach Online

As you plan your online course, it is helpful to remember that in any environment “good teaching is good teaching” (Ragan 1998). Experienced online instructors stress that teaching online is less about the mechanics of distance education and “more about what makes for an effective educational experience, regardless of where or when it is delivered” (Ragan 1998).

QUALITY OF SUCCESSFUL ONLINE TEACHERS

They provide a safe climate for their students by providing reassurance and support to Qualities of new online learners. successful • They invite student input regarding the goals and agenda for the course. • They give frequent individualized feedback, using a variety of communication tools. online teachers • They help students connect with one another.

PRINCIPLES OF GOOD PRACTICE IN UNDERGRADUATE EDUCATION:

1. Encourages contact between students and faculty, especially contact focused on the academic agenda.
2. Develops reciprocity and cooperation among students, i.e., teaching students to work productively with others.
3. Encourages active learning, i.e., doing and thinking about the learning process.
4. Gives prompt feedback and helps students understand how to respond.
5. Emphasizes time on task by providing repeated useful, productive, guided practice.
6. Communicates high expectations and encourages students to have high self-expectations.
7. Respects diverse talents and ways of learning and engenders respect of intellectual diversity.

The literature addresses student achievement and satisfaction as two means to assess the quality of online education. Studies focused on academic achievement have shown mixed reviews,⁵ but some researchers point out that online education can be at least as effective as traditional classroom instruction.⁶ Several research studies on student satisfaction in online courses or programs reported both satisfied and dissatisfied students.⁷

Faculty training and support is another critical component of quality online education. Many researchers posit that instructors play a different role from that of traditional classroom instructors when they teach online courses,⁸ as well as when they teach residential courses with Web enhancements.⁹ Such new roles for online instructors require training and support. Some case studies of faculty development programs indicate that such programs can have positive impacts on instructor transitions from teaching in a face-to-face to an online setting.

Method of collection

This article is a conceptual framework based on a theoretical review. To develop concepts relevant to the topic, the author conducts a review of literature obtained from books and scientific journals, research reports, scientific essays, thesis and dissertations, encyclopaedias, and other print and electronic sources. Furthermore, to obtain precise characteristics of the

discourse in the form of theory and concepts studied, the author uses the method of content analysis, which is a research technique to create inferences that can be replicated and valid data by paying attention to the context.

REVIEW OF LITERATURE

(Subedi et al., 2020). E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools

(Doucet et al., 2020). While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning

(Basilaia & Kvavadze, 2020). Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement

ONLINE TEACHING

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 than 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 recommended that the instructor should follow the following seven principles:

- (1) encourage student participation,
- (2) encourage student cooperation,
- (3) encourage active learning,
- (4) give prompt feedback,
- (5) emphasize time on task,
- (6) communicate high expectations,
- (7) Respect diverse talents and ways of learning.

To these principles one may add seven more:

- (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

ONLINE LEARNING

The process of learning is complex and it involves the auditory, visual, and tactile senses. The traditional way of learning at a campus university is not for everyone. Online learnings for those who wish to study for a degree alongside work or other commitments. Online learning has been referred to as a form of distance education and as web-based learning, e-learning, and digital learning. It is offered over the Internet and uses web-based materials and activities. Students need to be technologically savvy to use technology tools that may be required. Students of the digital age appear to be independent, more technology disciplined, and technology savvy, well suited for online environment.

Online learning at your own pace is beneficial for a high-quality college degree. Whether offered on campus or delivered online, each course offering must meet the same rigorous criteria and the strict academic standards. The only difference is in the way the course is delivered. Generally, students are required to have access to a computer system with high-speed Internet connections. They may also expect electronic academic support services such as registration, financial aid, libraries, tutoring, and advisement.

Online resources accessibility and collaboration among colleagues. Online resources accessibility and collaboration among colleagues are opportunities for educators to work together to widen their technical grasp of these online platforms where teachers can come up with best practices in teaching in terms of principles, methodologies, and techniques. This can also bring about coherent and relevant curriculum planning and development to further the pursuit of education in our country. “There are many resources that we can get on the internet, and my fellow teachers and I help each other. “Online collaboration among colleagues help the burden of online teaching. “what I like in online teaching is that collaboration among teachers we help each other. “Online teaching is very challenging but rewarding too because of collaboration among colleagues.

KEY BENEFITS OF TEACHING ONLINE

Increased flexibility of time:

Learning and teaching can occur at times that are more convenient and productive for both students and teachers. Students can work at their own pace within a given framework and the online learning and teaching engagement process can be broken into smaller more frequent portions of time, with an opportunity for reflection in between.

Increased flexibility of location

Learning and teaching can take place in any location (home, office, while commuting, coffee shop) and can include students and teachers from diverse geographical locations

Context

Online education gives learning a new relevance to contemporary society and professional and industry practice

Information sharing

Online education provides opportunities to access and share information more easily and readily. Teachers and students are able to join online communities of practice based on their area of interest rather than their geographic location.

Online resources

Online education provides access to a greater depth and breadth of resources and information

Diverse and enriching experience

Online education can enhance the student learning experience by providing opportunities for cross-disciplinary, cross-cultural and/or cross-campus collaborations. This learning experience can occur at a local, national or international level, and can be enriched by increased interaction and engagement, peer feedback, and group work skills

Access, equity & disability

Online delivery provides a mechanism for equal opportunity amongst students and teachers living with a disability, or who have accessibility difficulties that restrict their ability to attend a face-to-face class

Digital information literacy

Online learning develops digital literacy skills that are increasingly required in contemporary society and workplace environments

Administration

Online education can streamline some administrative aspects of teaching.

CONSIDERATIONS

Access to technology

In some instances students and teachers may be limited in their regular access to reliable or appropriate technology. Several people may be sharing a computer or mobile device within one household, or may rely on using computers on campus or in a public place (eg public library, Internet cafe, etc). Students or teachers may also only have limited access to required software

Access to the Internet

Not all students and teachers have regular or reliable access to the Internet. In many cases Internet access may be limited to dial-up speed, or there may be a capped monthly usage on their Internet which can restrict their ability to access or engage with information

Ability to use technology

Some technologies and tools require training. In some instances, technical training may not be readily available to students or teachers.

Isolation

Teachers without peer support for their online initiatives, it can be a lonely and isolating experience

Information overload

In many instances, the amount of information, 'how to' guides, help and resources provided online can have a tendency to become overwhelming and confusing if not properly managed. It can be difficult for students and teachers to discern which are relevant or important.

CONCLUSION

Online teaching and learning is relatively new. It is exploding in recent years as an option in colleges and universities both within the India and abroad. Most universities and colleges agree that online education is critical to their long-term strategy. Online courses are best taught when they are engineered to take advantage of the learning opportunities afforded by the online technologies. As the demand for online education by those who have jobs and require lifelong education increases, there are more and more expectations on the implementation of on teaching and learning system.

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