National Journal of Hindi & Sanskrit Research

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Distance Learning in Higher Education

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Abstract: Distance learning as a pedagogical innovation, its theoretical aspects and the ways of its introduction into the educational process. Its advantages and disadvantages are revealed.

Distance learning is advantageous since it allows for learning at any time and from any location. Distance education benefits both accomplishment and learning. Staying at home is safer and less stressful for students. Distance education contributes to a variety of physical and psychological health concerns, including fear, anxiety, stress, and attention problems. Many schools lack enough infrastructure as a result of the pandemic's rapid transition to online schooling. The article particularly focuses on the Massive Open Online Courses, modern websites, virtual portals of individual teachers, LearningApps.org portal.

Keywords: ICT, distance learning, higher education, online learning, mass open online courses.

INTRODUCTION

Online learning at all stages of education, from kindergarten to higher education. several colleges offered online education.

educational institutions around the world developed a new technique for delivering instructional programs. Distance education has been the sole choice in the majority of countries.

Today's young people live in a media environment where the use of computers, Internet resources and mobile devices is part of their daily lives, they are, in the words of Alexander Kuleshov. Students seemed ready for distance learning, but forced distance learning during quarantine was a challenge for all participants in the learning process: students, teachers and parents. It was very difficult to organize quality education using digital technologies, motivate students, give advice on overcoming technical problems. Global quarantine has made its unexpected adjustments and forced everyone to urgently learn digital tools and new pedagogical approaches and methods.

What Is Distance Learning

Britannica defines distance learning as "form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student -student communication. The subject of distant learning has been studied extensively in the fields of pedagogies and psychology for quite some time.

The primary distinction is that early in the history of distant education, the majority of interactions between professors and students were asynchronous. With the advent of the Internet, synchronous work prospects expanded to include anything from that Chat rooms to videoconferencing services. Additionally, asynchronous material exchange wat substantially relocated to digital settings and communication channels.

Distance learning is fundamentally different way to communication as well as a different learning framework. An instructor may not meet with pupils in live broadcasts at all in distance learning, but merely follow them in a chat if required. Audio podcasts, films, numerous simulators, and online quizzes are just a few of the technological tools

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available for distance learning The major aspect of distance learning, on the other hand, is the detailed tracking of a student's performance, which helps to develop his or her own trajectory. While online learning attempts to replicate classroom learning methods, distant learning employs a computer game format, with new levels available only after the previous ones have been completed.

In recent years, increased attention has been placed on e Learning educational institutions because to the numerous benefits that have been discovered via study. These advantages include the absence of physical and temporal limits, the case of accessing material and scheduling flexibility, as well as the cost-effectiveness of the solution. A number of other studies have demonstrated that eLearning is beneficial to both student gains and student performance. However, in order to achieve the optimum results from eLearning, students must be actively participating in the learning process- a nation that is commonly referred to as active learning -throughout the whole process.

The most commonly mentioned negatives include technological difficulties and the inability to open the system as a result, low teaching quality, inability to teach applicable disciplines, and a lack of courses, contact, communication, and internet. Also, misuse of technology, adaptation of successful technology-based training to effective teaching methods, and bad practices in managing the assessment and evaluation process of learning are all downsides of distance learning.

Perception and Attitudes Toward Distance Learning

Students' attitudes toward distance learning differ according to the studies. In some studies, it is stated that especially the student's attitudes are positive, while in some studies it is clearly stated that their attitudes are negative. In addition, there are also studies that indicate that students' attitudes are at a moderate level. The transition to distance learning has been a source of anxiety for some students.

When the students' satisfaction levels are analysed, it is obvious from the research that the students' satisfaction levels are high. In some studies, it is pronounced that the general satisfaction level of the participants is moderate and low.

When students compare face-to-face and online learning methods, they state that online learning has opportunities to compensate for their deficiencies due to the pandemic conditions and but they prefer face-to-face learning. Distance learning is not sufficiently motivating, effective, and does not have a contribution to students' knowledge. Distance education cannot be used in place of face-to-face instruction.

Discussion

A retrospective analysis of scientific research suggests that the origins of distance learning as a means of education date back to the 19th century, when the University of London offered "correspondence training". The educational institution, in parallel with full-time education, introduced such forms of education that were carried out at a distance from the educational institution. The term "distance learning" was officially recognized in 1982. Distance education began to become more widespread in the 1990s in countries such as the United Kingdom, the United States and France. In Ukraine, such education began to be introduced and developed only at the end of the 20th century and mainly in the higher education system.

Distance learning has revealed itself as the most efficient system of the 21" century educational process in different educational institutions. The main objective of distance learning is to develop learners' creative and intellectual skills by means of the open and free use of all educational resources and programs. As noted above, distance learning gains more and more popularity in our state now a day, due to the development of the information technologies, the change of the attitude to the traditional education.

The basic elements of the distance learning system are the sets of educational and methodological materials from different disciplines, presented in the following forms: distance courses, interactive learning resources, set of online lessons and teaching fragments, virtual learning environments, electronic periodicals, electronic systems for monitoring and assessing learning results, computer simulation tools, computer demonstrations.

The development of such sets is supposed to be done on the basis of the content of the State Educational Standards of each subject, and the volume and content of the sets should be sufficient or excessive for educational process, considering the students who have different basic education, different learning styles and skills.

The following forms of classes that are most often used:

- Chat sessions-training sessions that are conducted using chat technologies. Chat sessions involve synchronous interaction what means that all participants have instant access to the chat. Many distant educational establishments operate chat-schools where teacher-student interaction is organized by means of chat rooms.
- Web-classes- distant lessons, conferences, seminars, business games, and other forms of telecommunication and Internet training;
- Video lessons are an integral part of distance learning. Digital files can be stored on an individual electronic device or on a web server. Typically, a record of teaching process is broadcast on the screen. It is considered effective for distance learning to use dynamic video aids: movie clips, animations, spreadsheets. The advantage of this form of material presentation is the opportunity for a student to regulate the course of the lesson individually, to review previous stages and difficult moments;
- Web-forums-the form of dealing with a particular topic or issue by means of posts that remain on one of the sites with the relevant program installed on it. Web forums are distinguished from chat sessions by longer (multi-day) work and the asynchronous nature of teacher-student interaction;
- Distant conference as a class can take several forms, therefore, the following types are distinguished: video conference, audio conference computer conference, and teleconference. Teleconference is usually carried out on the basis of mailing lists using e-mail.
- Individual work (investigative, creative) based on a certain plan, schedule or scenario;
- Individual projects;
- Trainings, master-classes, workshops;

- Assessment (tests, keys to tests);
- Consultations.

One of the forms of an educational material set for distance learning is Massive Open Online Courses (MOOC)- (substantial, massive, accessible, public, open distant online courses) they are online courses with large-scale interactive and information participation and open Internet access .

The point of such courses is to provide the opportunity to use an interactive online forum which, in turn, helps to organize a union of teachers and students, as a supplement to traditional.

Plenty of various free learning management systems are available today. However, Google Classroom and Moodle are the most popular and massively used systems.

Blended/hybrid/flipped learning

The pedagogical pattern on blended/hybrid/flipped learning is shown in the findings about the high occurrence of the blended/hybrid/flipped learning approach used in relevant studies in recent years to solve pedagogical problems and enhance student learning. classifies blended, hybrid, and flipped learning into the same category with a common feature to combine the presentation environments and teaching methods in various modes. This approach is common in distance education, which emphasizes expanding and maximizing student learning outside the classroom by making best use of the benefits of online and face-to-face teaching.

This pedagogical pattern features both online instruction and face-to-face instruction. The former is conducted on an online platform where only online materials such as videos, textbooks, and software are made available to students, and the latter takes place in a physical classroom where the teacher is present to guide students and provide them with immediate feedback. Blended/hybrid/flipped learning provides teachers with opportunities to create a flexible environment where the physical space can be used to enable group work. Teachers and students can make best use of their own devices to enhance their teaching and learning.

Increase in interactivity in multimedia-based distance learning.

Multimedia is one of the most frequent types of TLIs in distance learning. Distance education has been evolving from relying on hard-copy printed learning materials to audio-visual learning and technology-based learning.

This evolution has allowed distance learning teachers to experiment with various educational technologies that best suit their own teaching practices. It has also enriched distance learning students' learning experiences by providing a wide range of multimedia resources that best facilitate their learning outcomes. The extent to which multimedia resources can be effectively exploited depends largely on the interactivity of the multimedia teaching and learning materials used; that is, the inclusion of different multimedia elements in the teaching and learning materials. In order to optimize multimedia-based distance learning, distance learning teachers must augment interactivity by supplementing their lessons with smart classroom technologies such as interactive whiteboards, interactive mobile devices (e.g..tablets and smartphones), and interactive learning platforms (e.g.. learning apps), while at the same time incorporating into the design of instructional materials both interactive elements (e.g. quizzes, multiple choice questions, discussions, and hotspots) and multimodal elements (e.g., images, sounds, videos, and animations). This would not only help the creation of an interactive and fun learning environment, but also to engagement of students' attention and interest in the lessons.

Tools and technologies of distance Learning.

Distance learning tools	Examples
Videoconferencing	Zoom, Skype, Teams, Hangouts Meet, Lark, Dingtalk
Messengers	Viber, Telegram, Whatsapp
Educational projects	To the Lesson. Vseosvita, EdPro
Social Networks	Facebook, Instagram, X, Pinterest, Reddit
Online training contents.	Byju's, Discovery Education, KitKit School, Lab Xchange, Mindspark, OneCourse, Quizlet (link is external)

Advantages and disadvantages of distance learning.
Advantages
- The ability to get knowledge anytime and anywhere,
- The psychological stability and comfort of training ability to work at a pace, being convenient for a pupil or a student, and the organization of the individual approach to everybody.
- The possibility to control the educational process from the side of parents.
- The availability educational materials,
- The interest of pupils and students in the use of new means and tools for learning.
- The convenience for the teacher,
- The possibility of educational process centralization.

Disadvantages
- The access inability of pupils and students to high-quality Internet (especially in the rural area),
- The absence of a single platform for the organization of distance learning,
- The possibility of hacker invasion into the electronic database,
- The insufficient amount of equipment (the age or the software correspondingly) in the families, where there are pupils and students, the high cost of equipment for the realization of distance learning,
- The contents of distance learning may depend on the technological characteristics of the equipment used
- The absence of practical abilities and skills of application of both pupils and teachers;
- The predominance of the external motivation of learning and the low readiness level of separate pupils and teachers for the work in a new environment,
- The absence of some pupils' skills of the independent mastering of educational material,
- The insufficient control over the pupils' mastering of the acquired knowledge. a great amount of time for the prepared works' checking by the teacher. the problem of estimation,
- Copyright problems in the use of educational materials,
- Distance education is not suitable for the development of the sociability,
- The problem of the pupil's identification.

To overcome the problems, appeared at distance learning, we may offer the following ways of their solution.

- To provide an equal access to the high-quality Internet connection and to the technical means for the education getters and teachers;
- To elaborate the single standard for distance learning:
- The educational establishments should operate on one platform;
- To improve the qualification of teachers, dealing with the use of ICT-technologies:
- To increase the education getters' motivation to training:
- To renovate the modern educational programs;
- To elaborate the single standards for the estimation and control of the training achievements of the education getters;
- To renovate the material and technical base of educational establishments,
- To reduce the educational loading for the education getters at the expense of application of the new modern methods of training.

Conclusion

To sum up, students' opinions and levels of satisfaction vary significantly, ranging from positive to negative. Distance learning for the reason any time and everywhere learning. Distance learning has a positive effect on achievement and learning.

Staying at home is safe during pandemics and less stressful for students. Distance education prompts some physical and psychological health problems such as fear, anxiety, stress, and losing concentration. Due to the pandemic's quick move to online education, many schools have an insufficient infrastructure. Future researchers can investigate what distance education models can be that will eliminate the complaints of students. Students' positive attitudes and levels of satisfaction with their distant education programs have an impact on their ability to profit from the program. Consequently, schools wishing to implement distant education should begin by developing a structure, content, and pedagogical approach that would improve the satisfaction of their students. There is no universally applicable magic formula since student satisfaction differs depending on the country, course content, and external factors.

Distance learning is the individual process of gaining knowledge, abilities, skills and the ways of the personal cognitive activity, occurring mainly at the mediated interaction of the participants of the training process, being distant from one another, in the specialized environment, functioning on the basis of modern psychological-pedagogical and information-communication technologies. On the basis of the content of the State Educational Standard for each subject, sets of educational and methodical materials are being developed and presented in the form of distant courses, interactive training resources, online lessons, electronic simulators, electronic periodicals, electronic systems of monitoring and assessment of educational results, etc. Distance learning via computer telecommunications has the following forms: chat, web-lessons, video-lessons, web-forums, distant conferences, individual project works; trainings, etc.

Distance learning is characterized by a number of advantages: the chance to study at convenient time, anywhere and at individual pace; the opportunity to use information from multiple sources, media files, teachers' comments, article links, etc.; sparing time for extracurricular activities; encouragement to acquire skills to use modern information and communication technologies.

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