E-learning: A way out in COVID-19 Crisis

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COVID-19 pandemic has not only negatively impacted the socio-economic attributes worldwide¹ but also led to the confrontation of the education system with enormous challenges. This necessitated the immediate transition from face-to-face teaching to e-learning.² This abrupt shift was primarily attributed to the need for social distancing due to the contagiousness of this disease and hence was intended to save humanity from coronavirus infection.³

Availing the e-learning alternatives for academic continuity in response to pandemic was the only solution. The teachers shared educational resources in the form of presentations, audio-visual videos, and documents, etc. by using assorted modalities like Microsoft Teams, Zoom, and Webinar.⁴ Although this exercise demanded stringent efforts of our teachers this bestowed them with an exhilarating opportunity to modify their pedagogical strategies.⁵

Lockdown imposition and abrupt closure of academic organizations considerably impacted the domain of higher studies. Everybody adapted to deliver their services remotely. The lectures, practicals, tutorials, examinations all were suspended with immediate effect amidst the COVID-19 pandemic.⁶ Although most of our students managed to attend online classes this modality was perceived inefficient in coverage of the whole curriculum in terms of acquisition of practical skills.⁷ No doubt synchronous and asynchronous teachings were done by using diverse instructional methods but adjustment of teaching pace, constructive feedback to the students’ assignments, and activation of students’ prior knowledge were reported to be immensely deficient.⁸ Resource-constrained countries profoundly faced problems in the smooth execution of virtual learning.⁹

Considerable uncertainties pertinent to COVID-19 along with limited facilities in the execution of prospering e-learning academia made the scenario quite cumbersome. Tutors implicated in e-learning universally were dealt with issues of online connectivity, capacity building for proficient content delivery, and efficient interactivity with students.¹⁰ Designing an appropriate framework to bridge the gaps in e-learning conduction is deemed necessary for the provision of quality education without compromising the established standards amidst rampant outbreaks.

Reference