

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

Rizwana Shahid¹, Arsalan Manzoor Mughal²

¹ Assistant Professor, Department of Community Medicine, Rawalpindi Medical University

² Assistant Professor Anatomy & Associate Editor JRMC, Rawalpindi Medical University

Cite this Article: Shahid, R., Mughal, A.M. E-learning: A way out in COVID-19 Crisis. Journal of Rawalpindi Medical College. 29 Sep. 2020; 24(3): 180.
DOI: <https://doi.org/10.37939/jrnc.v24i3.1486>



Access Online:

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 prosperous 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

1. United Nations Development Programme (UNDP). COVID-19 Socioeconomic impact. Available at: <https://www.undp.org/content/undp/en/home/coronavirus/socio-economic-impact-of-covid-19.html>.
2. Dhawan S. Online learning: A panacea in the time of COVID-19 crisis. Journal of Educational Technology Systems 2020; 49(1):5-22. DOI: <https://doi.org/10.1177/0047239520934018>.
3. Kufi EF, Negassa T, Melaku R, Mergo R. Impact of corona pandemic on educational undertakings and possible breakthrough mechanisms. BizEcons Quarterly. 2020; 11:3-14. <https://ideas.repec.org/a/ris/buecqu/0022.html>.
4. Felix A. Awareness of Students towards E-Learning in Education. Purakala Journal 2020; 31(15): 620-626.
5. Thamarana S. Role of E-learning and Virtual Learning Environment in English language learning. Conference Paper 2016. DOI: 10.13140/RG.2.1.4665.1122.
6. Sangster A, Stoner G, Flood B. Insights into accounting education in a COVID-19 world. Accounting Education 2020; DOI: <https://doi.org/10.1080/09639284.2020.1808487>.
7. Adnan M, Anwar K. Online learning amid the COVID-19 pandemic: Students' perspectives. Journal of Pedagogical Sociology and Psychology 2020; 2(1): 45-51. DOI: <http://www.doi.org/10.33902/JPSP.2020261309>.
8. Bao W. COVID-19 and online teaching in higher education: A case study of Peking University. Hum Behav & Emerg Tech 2020; 2:113-115. DOI: 10.1002/hbe2.191.
9. Akram W, Adeel S, Tabassum MM, Jiang Y, Chandio AA, Yasmin I. Scenario analysis and proposed plan for Pakistan Universities- COVID-19: Application of design thinking model. April 2020. DOI: 10.33774/coe-2020-ql1w6.
10. Nuland SV, Mandzuk D, Petrick KT, Cooper T. COVID-19, and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching 2020. DOI: 10.1080/02607476.2020.1803050.