



e-ISSN:2582 - 7219



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH IN SCIENCE, ENGINEERING AND TECHNOLOGY

Volume 4, Issue 6, June 2021



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 5.928



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ijmrset@gmail.com



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Comparative Study on the Effect of Online and Offline Teaching on Mental Development of Children

Dr. Shikha Verma

Associate Professor, Department of Teacher Education, KS Saket PG College, Ayodhya , UP, India

ABSTRACT: In early 2020, a global pandemic (COVID-19) broke out and severely affected the progress of education in various countries' universities and institutions, which promoted the progress of online courses at the same time. This article aims to conduct a comparative analysis of teacher-student surveys between online live teaching and traditional off-line teaching, and explore the direction of medical education reform in colleges and universities. Both teachers and students fully recognized the orderly organization and management of online live-streaming teaching, and that online courses have a positive and powerful role in improving the quality of teaching. However, teachers and students agree that the overall teaching experience and learning effect of online courses are inferior to offline, so the traditional offline courses or the mixation of online and offline modes are tended for teaching.

Most parents (92.7%) in the study reported that their children had online learning experiences during the pandemic, and many (84.6%) spent less than a half-hour each time. The parents generally had negative beliefs about the values and benefits of online learning and preferred traditional learning in early childhood settings. They tended to resist and even reject online learning for three key reasons: the shortcomings of online learning, young children's inadequate self-regulation, and their lack of time and professional knowledge in supporting children's online learning. Also, the hardship caused by the COVID-19 pandemic has made them suffering, thus more resistant to online learning at home. The results suggested that the implementation of online learning during the pandemic has been problematic and challenging for families. The Chinese parents were neither trained nor ready to embrace online learning. The paper concluded with implications for policymakers and teacher education. Year 2020 initiated with great hopes and opportunities in India also but soon the country went into lockdown to avoid further spread of Covid-19 pandemic. In this crucial time, the most affected is the education sector which suffered drastically from primary to higher streams in school, colleges and universities. Digital alternatives were streamlined to cover up the syllabus and mobile phones along with other electronic gadgets which were prohibited and strictly banned in schools became the only supporting gadgets during the lockdown. To analyze the effects of sudden embracement of online mode by students and teachers one survey was conducted where the major population involved was of students, teaching faculty and parents of school going children. A total of 301 participants responded to the survey and results were promising and precise. With the advent in technology the importance of online education was clearly emphasized along with the pros and cons of both mode of education.

The results revealed the loopholes in online education system and some positive aspects of offline or classroom teaching. The basic infrastructure in India being a developing country needs to be furnished by government before implementing online education on mass scale. Learning is the crux of how we humans sustain and progress. Both online and offline learning educates people to help them become productive members of society. There is not a single learning mode that can be guaranteed to be 100% effective. Taking the best of these two core systems and combining them is what needs to be done as relying on only one of the above mentioned mode can never be very effective, it has to be a blend of both. Online Education is a very flexible learning system that allows students to study solely via the internet on their own computer at home, or wherever they see fit. Basically, student-teacher face to face meetings are not required, allowing students to study anywhere in the world. Also referred to as traditional training. Offline Education means a student needs to go in a school, in a classroom, and attend a class face to face with a teacher. Another key difference between online learning vs offline learning is the flexibility of the classes. Whilst offline learning requires you to physically travel to a training centre or a school and be present at fixed hours, online learning allows you to study wherever you want, whenever you want. *Unless, of course, you have an arranged schedule decided in advance with your teacher.* A third difference between online learning vs offline learning is the student-teacher interaction. In an offline setting, students listen to long lectures and take notes, sometimes easily get bored and might doze off a little.



With online classes, and new technology teaching techniques such as interactive whiteboards and videos for example, students engage with the class and activities given by the teacher.

I. INTRODUCTION

Children are anyways hooked to screens whether it is in the form of television, mobile or computer. Children have been addicted to screens even before the COVID-19 pandemic began. They have been using the screen for eight to nine hours daily. When it comes to online lessons, most schools are not depending only on screens. They are giving students a blended approach by including various activities in their lessons. At pre-school level, children are asked to do painting or craft. Some schools conduct yoga sessions; ask students to experiment in the kitchen, make a salad at home. Children only have to watch their screens during storytelling sessions. But those too are designed creatively to engage students. So, there is a bit of screen time, but it is interspersed with hands-on activities. What we need to understand is that if we do not hold these classes, we will be hampering the child's brain development. In early childhood, the child's brain develops every day. So, we cannot afford to miss even a single day. And for brain development, children need to receive the right kind of stimulation, which only teachers can provide. They have been trained to provide age-appropriate stimulation. Looking at the screen for long periods of time can be harmful. And since schools have shifted to online instruction, it does imply long hours of screen time for the child. And that doesn't seem to be a healthy way of learning. In addition to the impact on their health, online learning from home can also be very isolating and lonely for the child. They don't have their peers around them and are sort of learning by themselves. Even the teachers' role becomes limited. Children do not get the kind of supervision that they would in a classroom.

Parents might be too busy with their own work to supervise online learning. These factors impact learning. Also, many children, especially those attending government schools, are being deprived of education during the pandemic as they do not have access to online facilities. They are actually missing out on their lessons. Though some families may have access to digital technology, there might not be enough devices for the personal use of all the family members. The parents may be working from home and need to use their computers. So, each household needs to have several gadgets that they can distribute among all of them so that that is really not possible for a large section of the population. Exposing children to screens from a young age is not right. It can hamper their overall development. The light emitted from the screen can strain children's eyes and could lead to vision problems throughout their lives. Watching a screen is also a passive activity that can make children lethargic and affect their thinking skills. Often, parents expose children to screens right from a young age — using videos to get toddlers to eat without a fuss is a common parenting method. This can lead to several behavioural problems. Schools should also keep this in mind while creating online content for younger kids. The lessons should be designed in such a way that the child only spends a few minutes looking at a screen. This can be done by integrating different activities into the lessons. What's worrying is the fact that the entire conversation has shifted to the use of technology. It is not just about computers and smartphones, even watching Doordarshan amounts to screen time. Nobody (in India) is really talking about turning schools into safe places, where education can resume. Education is not just about information or content delivered to students via screens. It is about a lot more. And most of it takes place through the social interactions in a school, with peers, with the teachers. Since online classes have begun, all that has been cut out. And I think that would have other kinds of developmental and cognitive impact on the child and their development. [1] It is high time that we started to talk about how the school actually can be made a space that is safe again, for children to come back to, rather than make a complete switch to online learning. Schools may be reopening abroad, but we cannot compare that to the situation in India. The schools that have opened in these countries are taking utmost precautions. For instance, they are using tissue boxes for every class. Students can dump their used tissues in these boxes. But the waste generated is so huge, and it will also require to be discarded safely. Do Indian schools have that kind of infrastructure? Also, it is difficult to make children sit in the classroom wearing masks, without touching it. Or for them not to touch other children and their masks. There is a large section of the population that is unable to access technology and that's a huge concern. Children belonging to migrant families might have moved far away from their schools.

I know government school teachers in Delhi were trying to reach some of the students whose mobile numbers they have, but they are not able to reach them, they have disappeared. And these are kids who are going to be out of school



soon. We don't know whether their families will return to the cities and what's going to happen to them.[2] Teachers are doing enough to develop better online modules, based on activities, but how many children are benefiting from it? The problem is that our policy has always neglected the marginalised child. That is why we still have so many children who are not in school. All our policies tend to focus on those who already have access to certain facilities. We just forget the invisible — the poor and the marginalised. If we stop online education, even the children who have access to technology will lose out. So, stopping online classes is not the solution. Instead, we need to work on providing technology to these [disadvantaged] children. Some non-government organisations are already working on these issues. They are providing smartphones, electronic tablets and teaching children to make use of technology. We need more such initiatives. During this pandemic, many of the policy fault lines — across all sectors — have come to the fore. Most of all in public health. The fact that our public health system is not geared towards such situations has become evident and obvious to everyone. Even within the education sector, it has become clear that we have not invested in our education system in a way that it can take care of a situation like this. Going forward, we have to start thinking on these lines. We need to improve our education system in such a way that we do not have to keep schools closed in such situations. We need to make it possible for the students to have a safe environment in schools even during a pandemic. We need to ensure that there is no shortage of teachers. It is not just about online instruction, but also about preparing action plans to deal with students who have lost out on education because of the pandemic.[3] A majority of the students who were unable to access technology in this pandemic may become drop-outs. This goes against their fundamental right to education. Therefore, online learning via digital technologies is part of young children's 'multimodal lifeworld'; thus should be contextualized and capitalized to support teachers, parents, and children about how best to utilize digital and online technologies to develop agentic multimodal practices.

All these arguments have been made from the perspectives of scholars and educators; the views from parents, one of the most important stakeholders of early childhood education, remains largely under-researched. From the beginning as a core part of the child's immediate environment, parents influence their children's learning and development by providing digital technologies and media environment to young children. Parents' beliefs and attitudes about the role and the potential of online learning for young children can influence the quality and quantity of online learning, opportunities, and learning experiences children receive at home. In particular, during the COVID-19 pandemic, the sudden shift to online learning has presented new opportunities and unexpected challenges to the affected young children and their parents. Under such unique circumstances, there is a need to examine parental beliefs and attitudes concerning online learning and readiness and acceptance to make this drastic shift. Furthermore, most of the existing studies are western-centric and may not represent views from the eastern countries, where the culture and educational philosophies might differ. Indeed, parental beliefs about digital technologies and media are not formed in a vacuum.[4]

II. DISCUSSION

We all know how the whole world is facing a huge problem of lockdown due to Coronavirus. All of us need to make the most of this time and do/ learn new things that would prove to be beneficial for us. I spent more time on the preparation for an upcoming examination and prepared a timetable which I am strictly following so that my preparation wouldn't be affected due to the lockdown. Apart from this, our college is also providing huge support in the form of online classes/sessions related to our curriculum syllabus regularly.

One question that comes in the mind is that which method is better online or offline for teaching. Let us talk about the difference in the experience of attending an online class and an offline class. Talking about online class, it offers the comfort of home to every student which is not being there in a traditional style of teaching. In my point of view, I feel that the traditional style of teaching or in other words those brick/ regular class is far better than the online class.[5]

However, there are various advantages and disadvantages of online and offline mode of teaching. So, now I will explain the key points related to it.

Advantages of Offline classes/ traditional methods

- A teacher could pay more attention to students
- Students would focus more on studies
- More interaction between students and teachers



Disadvantages of Offline classes

- Wastage of time and resources
- Students could be less comfortable as compared to the online mode of classes/trainings
- Students would not learn about the advanced technology

Advantages of Online classes/trainings

- Saves time and resources
- Students could be more comfortable as compared to offline mode of classes
- Students could get a chance to know about the current technology scenario of teaching

Disadvantages of Online classes/trainings:-

- Teacher unable to pay equal attention to the students
- Students would focus less on the topic
- Less interaction between students and teachers

However, the concept of e-learning is a technology-mediated learning approach of great potential from the educational perspective and it has been one of the main research lines of Educational Technology in the last decades. The aim of the present systematic literature review (SLR) was to identify (a) the research topics; (b) the most relevant theories; (c) the most researched modalities; and (d) the research methodologies used. To this end, the PRISMA protocol was followed, and different tools were used for the bibliographic management and text-mining. The literature selection was carried out in three first-quartile journals indexed in JCR-SSCI specialized in Educational Technology. A total of 248 articles composed the final sample. The analysis of the texts identified three main nodes: (a) online students; (b) online teachers; and (c) curriculum-interactive learning environments. It was revealed that MOOC was the most researched e-learning modality. The Community of Inquiry and the Technological Acceptance Model, were the most used theories in the analyzed studies. The most frequent methodology was case study. Finally, the conclusions regarding the objectives of our SRL are presented: Main themes and research sub-themes, most researched e-learning modality, most relevant theoretical frameworks on e-learning, and typologies of research methodologies.[6]

III. RESULTS

In online education, learning is asynchronous or synchronous or a combination of both. Asynchronous learning is teaching and learning that do not happen at the same time (Moore & Kearsley, 2011), while synchronous learning refers to teaching and learning that happen at the same time, both of which are conducted through technologies such as Internet. When online education began in the late 20th century, most online programs and classes were synchronous and used chat rooms, instant messaging, and texting. Both chat rooms and instant messaging, being synchronous, allow users to decide who participates in the conversation. The invention of @ symbol in 1972 for use in email (Maloney-Krichmar & Abras, 2003), and the advent of the World Wide Web (WWW) in 1991 for the Internet connectivity (Harasim, 2000) have been the latest adapted by online education. The universal use of web sites has provided opportunities for the development of online communities and groups. Emailing, conferencing, chatting, working together via Google drive, Google doc, Google hangout, dropbox, facebook, Twitter, etc. have been widely used in online classrooms. Online education can be categorized by its users: 1) University-Based Online Education, whose users are individuals enrolled in universities for the purpose of obtaining degrees and diplomas; 2) Massively Open Online Courses (MOOC) (some termed Massively Open Online Class), whose users are self-motivated individuals and whose programs are based on their learning goals, prior knowledge and skills, and similar interests (McAuley, Stewart, Siemens, & Cormier, 2010; Schroeder, 2012). In general, students in the United States enroll in universities where online course formats have been added to already-existing classroom-based courses. At those institutions two modes of online classes are usually offered – fully online courses (not taught in bricks-and-mortar classrooms), and blended/hybrid courses (a combination of face-to-face and webbased and technology-oriented format). Students in these two modes of online programs are granted credits, degrees, and certificates when they complete required courses and internships. Attending college is no longer a one-alternative path. While in the past, you could only adapt to a schedule set by universities, it has come the time that you can now create your own schedule of lectures.[7]

Hence, there are now two options of learning which are proving to work just fine, whether alone or blended. However, no method works the same for everyone. The same theory applies when choosing a plan that best suits you when absorbing knowledge. So let's dig a little bit deeper into online learning vs traditional learning, and the perks of both of these educational methodologies. After, maybe you can decide which one to choose to contribute towards building your career. Online and traditional learning institutions both have their advantages and disadvantages. However, one thing is



for sure: online education is here to stay, and its demand is on the rise. These statistics on how online learning stacks up when compared to traditional learning were gathered in early 2014. [8]

Most Popular Bachelor's Degrees for Traditional Learning

- Business
- Accounting
- Nursing
- Psychology
- Elementary Education

Most Popular Bachelor's Degrees for Online Learning

- Psychology
- Business
- Elementary Education
- Nursing
- Health Administration

IV. CONCLUSION

The main difference between online and offline learning is location. With offline learning, participants are required to travel to the training location, typically a lecture hall, college or classroom. With online learning, on the other hand, the training can be conducted from practically anywhere in the world. Participants simply need to log on to the internet from their home, work or even their local coffee shop.[9]

Another difference is the flexibility offered. Online learning usually has a more flexible timescale. As a trainer, you can offer your support via email or through an online chat system. With offline learning, it is typically carried out between office hours and doesn't offer as much flexibility to the learner or the trainer. Besides these two differences, the benefits of learning online or offline are practically the same. Online qualifications are just as internationally recognised as offline ones and the standards of learning are also identical.

Although online learning has become the preferred method for the majority of learners, it's important not to dismiss the benefits of offline training too. With online training courses, you and the course attendees benefit from a more casual, flexible approach. Being unrestricted in regard to location and times means every learner can benefit from the courses.[10]

With offline learning, it's easier to ensure attendees are paying attention to the training. Some learners also find it easier to retain the knowledge and skills they've learnt through offline training than they do with online training. As there are benefits to both learning options, it makes sense to offer a combined online and offline learning approach as a trainer.

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