

Learning Without Traditional Classroom System

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Abstract: Learner can participate in the learning process almost anytime and from anywhere and at their own place. This kind of distance education can be taken in many ways; CBL, CBT, CSCL, ICT and WBT. Electronic Learning or E-Learning is planned teaching that uses a variety of technologies mainly internet or computer based to teach the learners. There are plenty of E-learning sites for people of all age groups ranging from a toddler to a research scholar. It has proved to be a real boon for those who cannot attend regular classes or are physically disabled. E-learning is a kind of distance learning it allows people to avoid travel, avoid paper usage and it provides flexibility to learners.

Keywords: Computer Based Learning, Computer Based Training, Computer Supported Collaborative Learning, Distance Learning, Information and communication technology, Web Based Training.

1. Introduction

Globalization and Internet have changed many aspects of our life. E-Learning can be expressed in many ways; Computer Based Learning (CBL), Computer Based Training (CBT), Web Based Training (WBT) and Computer Supported Collaborative Learning (CSCL). The earliest distance education courses may date back to the early 18th century in Europe. The first distance education course in the modern sense was provided by Sir Isaac Pitman in the 1840s. This early beginning proved extremely successful, and the Phonographic Correspondence Society was founded three years later to establish these courses on a more formal basis. The Society paved the way for the later formation of Sir Isaac Pitman Colleges across the country [1]. Distance learning can expand access to education and training for both general populace and businesses since, its flexible scheduling structure lessens the effects of the many time-constraints imposed by personal responsibilities and commitments [2]. Devolving some activities off-site alleviates institutional capacity constraints arising from the traditional demand on institutional buildings and infrastructure [2]. Furthermore, there is the potential for increased access to more experts in the field and to other students from diverse geographical, social, cultural, economic, and experiential backgrounds [3]. As the population at large becomes more involved in lifelong learning beyond the normal schooling age, institutions can benefit financially, and adult learning business courses may be particularly lucrative [2]. Distance education programs can act as a catalyst for institutional innovation [2] and are at least as effective as face-to-face learning programs[4]-[5] especially if the instructor is knowledgeable and skilled[6]. To increase the likelihood that

students will build effective ties with one another during the course, instructors should use similar assignments for students across different locations to overcome the influence of co-location on relationship building [7].

2. Observations

The high cost of education effects students in higher education, to which distance education may be an alternative in order to provide some relief. Distance education has been a more cost-effective form of learning, and can sometimes save students a significant amount of money as opposed to traditional education. Distance education may be able to help to save students a considerable amount financially by removing the cost of transportation [8]. In addition; distance education may be able to save students from the economic burden of high-priced course textbooks. Many textbooks are now available as electronic textbooks, known as e-textbooks, which can offer digital textbooks for a reduced price in comparison to traditional textbooks. Also, the increasing improvements in technology have resulted in many school libraries having a partnership with digital publishers that offer course materials for free, which can help students significantly with educational costs [8]. When course design and the learning environment are at their optimal conditions, distance education can lead students to higher satisfaction with their learning experiences [9].

3. Result and Discussion

Studies have shown that high satisfaction correlates to increased learning. Students who are enrolled in distance education with high satisfaction in their online coursework are then motivated intrinsically to learn, which often means that their performance in class will improve [9]. For those in a healthcare or mental health distance learning program, online-based interactions have the potential to foster deeper reflections and discussions of client issues [10] as well as a quicker response to client issues, since supervision happens on a regular basis and is not limited to a weekly supervision meeting [11]. This also may contribute to the students feeling a greater sense of support, since they have ongoing and regular access to their instructors and other students [10], [11]. Distance learning may enable students who are unable to attend a traditional school setting, due to disability or illness such as decreased mobility and immune system suppression, to get a good education [12].

Applying universal design strategies to distance learning courses as they are being developed (rather than instituting

accommodations for specific students on an as-needed basis) can increase the accessibility of such courses to students with a range of abilities, disabilities, learning styles, and native languages [13]. Distance Learning may also offer a final opportunity for adolescences that are no longer permitted in the General Education population due to behavior disorders. Instead of these students having no other academic opportunities, they may continue their education from their homes and earn their diplomas, offering them another chance to be an integral part of society. Barriers to effective distance education include obstacles such as domestic distractions and unreliable technology [14] as well as students' program costs, adequate contact with teachers and support services, and a need for more experience [15]. Some students attempt to participate in distance education without proper training of the tools needed to be successful in the program. Students must be provided with training on each tool that is used throughout the program. The lack of advanced technology skills can lead to an unsuccessful experience. Schools have a responsibility to adopt a proactive policy for managing technology barriers [16]. Studies have also shown that students pursuing a medical professional graduate degree, who are participating in distance education courses, favor face to face communication over professor-mediated chat rooms and/or independent studies. However, this is little to correlation between student performances when comparing the previous different distance learning strategies [17].

4. Conclusion

Finally, there may also be institutional challenges. Distance learning is new enough that it may be a challenge to gain support for these programs in a traditional brick-and-mortar academic learning environment [10]. Furthermore, it may be more difficult for the instructor to organize and plan a distance learning program [11] especially since many are new programs and their organizational needs are different from a traditional learning program. Distance Learning, is the combination of Distance Education and e-Learning which is characterized by the extensive use of Information and Communications Technology (ICT) in the delivery of education and instruction and the use of synchronous and asynchronous online communication in an interactive learning environment or virtual communities, in lieu of a physical classroom, to bridge the gap in temporal or spatial constraints. Distance e-Learning combines the strengths and advantages of Distance Education and e-Learning. "The focus is shifted to the education transaction in the form of virtual community of learners sustainable across time [18]. The Distance Education model has its traditional focus on content delivery or correspondence, and emphasis on independent learning. Distance e-Learning has its roots on computer conferencing and collaborative constructivist learning approach; it encourages collaboration in an interactive learning environment. Distance e-Learning is also different from e-Learning. Distance e-Learning goes beyond the use of

ICT as tools to access information which primarily characterizes e-Learning use in classroom teaching or in the residential setting. The increase in utilization of ICT, particularly the Internet, ushered in a new era in course design and delivery of instruction in ways never before experienced in the mainstream model of Distance Education and traditional education paradigms. It should also be noted in other different aspect, that the interest of the authoring team-a practitioner-academic mix with the professional experience including entrepreneurship education in schools lies with EE competitions, a type of interventions recommended for and delivered to students and pupils of all ages [19]. The learning in e-future classroom was very different from the traditional classroom. This was because the implementation of innovative technology to create the mixed reality learning environment. Several skills of learners were developed through the e-future classroom; for example, teamwork skill, information and communication technology (ICT) and information literacy which could be applied to some aspects of evaluation [20].

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