Examining the significance of online and distance learning management in response to crisis in education
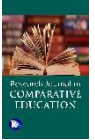
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Abstract

The aim of this study was to evaluate the significance of online and distance learning management in response to the education crisis. This study adopted a qualitative case study design and collected both primary and secondary data. The primary data was analyzed thematically. The study relied heavily on secondary sources including the previous crisis education handling. Primary data was collected at a realistic level through informal conversational interviews and organized individual interviews. the sample was purposefully selected to be thirty participants, fifteen drawn from teaching and lecturing faculty, and fifteen more being students in various higher institutions. Despite some challenges discussed, the importance of online learning in specific and online learning has made a powerful influence in learning and teaching. The implementation in some institutions has enhanced access to knowledge for faculty and learners, and has created a rich atmosphere for collaboration among students that has improved academic standards. It is recommended that at least one and ideally many times, carry out instruction for the technical use of all kinds of software required to perform aspects of the on-line learning as presented in the situation of a learning experience. Teachers should facilitate the learning process that promotes social interaction, active learning, and self-motivation.

Scan & Read

Introduction

Throughout to this day and age in the field of technology, we can plainly see rapid technical improvements and innovations (Cavus et al., 2009). Technological advances cause individuals, and ultimately entities, to become conscious of the need to become part of the modern period. This can also cause them to reorganize, if necessary. Especially with the use of the internet a new era has begun to reach any kind of information instantly. With the rapid advances of information technology, new approaches have arisen of knowledge creation, knowledge presentation, and the way we get to knowledge. Technological advancements have also impacted teachers' teaching strategies, with technology providing different viewpoints to the concept of education (Uzunboylu, Bicen & Cavus, 2011). Today, internet has been chosen in education because of the technological opportunities it is offering, and its ability to touch a larger population of people.

As the COVID-19 pandemic progresses, many government agencies are putting in place initiatives that restrict the number of individuals gathering in public areas. Such initiatives have interrupted the smooth operation of universities and schools. Since the length of these interventions has been lengthy – and is likely to continue for some time in these nations until a vaccination is available – representatives of public and private educational institutions have placed in place alternate ways for students and teachers to resume their classes when they are unable to attend school and are focusing on strategies that will make schools suitable for them. While students with access to online devices and the internet might not have been the large percentage in most regions, supporting authorities in establishing effective forms of online education will open up institutional funds and resources to divert their focus on providing alternative learning methods for those students who do not have similar opportunities. This annotated collection of online educational tools designed for learners, teachers and parents, seeks to help policymakers and other education personnel as they examine and analyze various ways to keep educating learners during the COVID-19 disease outbreak.

However, the current emergence of the pandemic of COVID 19 have caused disruption in the course and process of education in effort to counter the fast spread of the disease. The education world had also felt the virus outbreak of COVID-19. Rajab (2020) confirms that the symptoms of the Corona Virus are now viewed by the field of education as well. This was acknowledge) by the United Nations Education, scientific and cultural (UNESCO) that the Corona virus pandemic had a change in the educational sector. Nearly 300 million students worldwide interrupted their schooling activities and endangered their future educational rights. Learning activities that had previously been carried out in the classroom through the face-to - face method decided to switch to the online and distance learning environment. The idea of social distancing and physical distancing necessitates that everybody stay home, so that this epidemic does not spread. Therefore, both instructors and learners are required to sit at home and still fulfill their

obligations and duties. To ensure learners are aware of proper education and teaching, lecturers are expected to be imaginative and innovative.

The lecturers expect to function learning activities by engaging directly online with the learners through use of the online application. That interaction by inputting lecture materials into applications, providing assignments, online forums, and evaluate of the learning experience. With the evolving models from meeting in person learning to online education, different ideas are brought out from different parties. This form of teaching method has some merits and demerits and it has an impact on the achievement the learning objective itself. Smart and Cappel (2006) examine learners' perceptions of integrating online components into two Business Undergraduate courses where students completed online learning modules prior to class discussion. The results indicated that the participants in an elective subject considerably rated online classes better than those of physical meeting in a required course. Overall, the online tutorials were rated slightly positive by respondents in the elective course, whereas those in the mandatory course rated them moderately negative. Although, (Swan, 2019) in her research notes that recent use patterns away from "distance learning" and more towards "e-learning" that marginalize distant students. Thompson makes a good case for language's ability to form our perceptions and her findings are obviously worthy of reflection. Sun and Chen (2016) offer realistic advice for those looking to build online courses so that they can make educated decisions in the development process to mitigate the gaps in the online learning.

Based on the research results, the scholars stated that successful online education is reliant upon 1) design of the course content, inspired interaction between the teacher and students, preparedness and full-support from the instructors; 2) development of a sense of online education group; and 3) technological growth and innovation. In so doing, it is anticipated that doing so will enhance an on-going debate of efficient techniques that can improve universities and faculty achievement in making the transition to teach online. Holmes and Gardner (2006) summarizes that by stating the capacity of e-learning to evaluate students as they learn and, at the very same time, to increase their educational experiences, through interactive content suitable for community education, cultural variability and diversity, and by combating the limits of time and place. The most central issues and added benefit of e-learning in education to people is that it is centered on the students.

Popovici and Mironov (2014) find it somewhat apparent that, due to its influence on the learning process, learners are intensely aware of what's happening brought about by digital innovations. Connected to the gender analysis, Keller and Cernerud (2002) revealed that individual students, students with previous technical knowledge and learners with progressive outcomes towards new technologies have all been less positive about e-learning on campus than other students. While Eldeeb (2014) explores that students prefer mixed mode and web-based courses

rather than online classes. About the advantages of online learning, Mislinawati and Nurmasyitah (2018) showed that students interpreted the internet-based e-learning module as valuable in enhancing their comprehension, independence, self-discipline, motivation for learning and interactions with each other and with the teachers. And, Mamattah (2016) shows that most students think e-learning is an amazing concept and need to be motivated, but few issues have been realized, such as the fear of retribution by employers against anyone studying through e-learning.

Distance learning relates to the educational process, in which the student is isolated from the instructor by geographic distance and period for the whole or part of the curriculum using technology to bridge the educational gap (Willis, 2001). This is best accomplished in an iterative delivery mode, using pre-recorded and appropriately packaged educational materials. This is the idea of the online classroom environment, a distance learning framework that incorporates the techniques of broadcasting and digital video conferencing to provide distance learning in real time (Schmidt, 2000). In another option, the learning modules and materials can be presented to the distant learner either in real time or concurrently, using the web.

Distance learning uses suitable technology to achieve optimal learning outcomes, often in conjunction with traditional educational methodologies, delivered by various schemes. This can be delivered as a stand-alone program, seminar, tutorial, conference, in-house company instruction, full curricula, or varying degree / diploma levels. Distance learning has often integrated technologies available into the teaching-learning setting for enhanced academic achievement through its advancement from the days of past study modes. Consequently, it is believed that suitably developed technologies were the primary drivers behind the achievements in distance education nowadays. When technology has been improved over the decades, the introduction of modern modes of communication has created different types of distance learning. The development of various online and distance educational settings that rely on the learning goal, target audience, teaching methodology (physical, virtual and/or both) and subject area.

Literature review

Application of online and distance learning methods

According to Tao et al (2006), new setting for lessons that is focused on online medium has allowed students in educational institutions to obtain customized service and also to have teaching schedules that is more appropriate to them as well as different from other students. This enables a high engagement and coordination level between teachers and colleagues than conventional approach to learning. Educational e-learning, which is distinguished by the use of multimedia structures, has made the learning process more involved, engaging and exciting (Liaw et al, 2007).

According to Liaw et al (2007), the key constructs which have made e-learning the most viable learning environment include service, cost, quality and efficiency. It is evident that e-learning can enable higher-level students to obtain their education while at the same time perceiving their personal ambitions as well as pursuing their own jobs without being subject to strict schedule attendance (Borstorff and Lowe. 2007). In support of this thinking, Kartha (2006) stated that the number of online classes has increased sharply as a consequence of the benefits gained for both students and schools. In an assessment of the efficiency of e-learning in Saudi Arabia, Algahtani (2011) classified the concepts of e-learning to three perspectives: the viewpoint of online learning (Perraton, 2002; Alarifi, 2003), the technical perspective (Wentling et al., 2000; Nichols, 2003) and also from the viewpoint of e-learning as a teaching and learning platform (Khan, 2005). So, it can be inferred from the above that a specific concept for e-learning is difficult to define. Some scholars refer to e-learning as offering appropriate online classes only whereas internet-supplemented and internet-dependent learning and support processes are provided.

The development of digital media and technological innovations, as well as the use of the internet as a tool learning strategy, has brought about radical changes in the existing learning environment (Wang et al. 2007). Progress in information technology has created more choices for education system according to Yang and Arjomand (1999). Online learning has been recognized by school governments and educational agencies as having the potential of transforming individuals, awareness, skills and success. According to Love and Fry (2006), schools, colleges and other higher education institutions are also promoting the potential of online courses in a rapidly growing market for cyber learning. E-learning, has become increasingly important in institutions of higher learning. The implementation and expansion of a variety of online learning tools has prompted many changes, particularly as regards their educational delivery and support processes (Dublin, 2003).

Learning is at the forefront of innovation, but the learning environment and educational objectives related to the particular subject area, and technology does not distract focus from these more relevant issues to problems in its implementation or the non-functional results of the technology may accomplish. The system should be cost-effective to use the system, ie. Trainer / teacher and media content director should always aspire to assess objectively how the expensive equipment they want to use (and enact on learners) more efficient ways of educating well-organized and exemplified books with similar information in learning.

Online learning and physical schooling

The approach to COVID-19 is not the first instance crisis online Learning services are considered as effective crisis-management measures. A similar approach was found in Fall 2009, where 67 percent of H1N1 contingency plans included eliminating face-to - face lessons (Allen & Seaman, 2010). The

comparators for COVID-19 also apply to other forms of natural crisis and disasters. Hurricane Katrina's destruction in August 2005 destroyed completely 27 schools in the Gulf area and more in Texas, causing destruction that made it difficult for on-campus classes (Meyer & Wilson, 2011). What resulted was a massive introduction of online courses dubbed the "Sloan Semester," renamed for the supporting Alfred Sloan Foundation; a group of 153 higher educational institutions rapidly responded to the development of an online class catalog of over 1300 courses (Lorenzo, 2008). There was then – as now – enough scope for alternative plans.

The first phase in the review of crisis online learning procedures was to compile a sample set of university statements for the purpose of creating regularities. The sample was drawn from the top 25 universities in the USA. Every university proclaimed digital learning policies of crisis (100 per cent). Although such adjustments were most frequently reported by the president of the university (72 percent), the chancellor (8 percent) or provost / interim provost (20 percent) have made the announcements. Declarations usually referenced protecting the environment (84%) but also related to managing ambiguity (32%) and, less commonly, threat reaction (8%). All the notifications occurred between 6 and 13 March, with the majority (60 per cent) taking place on 10/11 March. With Stanford's isolated rural case — whose prior response was undoubtedly affected by two on-campus residing students going into self-isolation (Drell, 2020)—the trend of announcement suggests a relatively typical distribution over the week. Although there was some variation in the rhetorical wording and precise pacing, all of the statements pointed toward the same outcome — in the light of COVID-19, face-to - face education could not continue.

Methodology

This study adopted a qualitative case study design. This study collected both primary and secondary data. The primary data was analyzed thematically in order to obtain the information on the significance of online and distance learning management in response to the education crisis. The qualitative textual evaluation method was used in this research. Textual analysis consists of review and interpretation of scripts which include the lists of films, artistic texts, advertisements, and graffiti and their inferential context. The study relied heavily on secondary sources including the previous crisis education handling. Others included academic journals, articles, background papers, books as well as some internet sites that were accessed to provide information on the subject.

The study relied also on appropriate primary sources. Primary data was collected at a realistic level through informal conversational interviews and organized individual interviews. During the interviews, open-ended questions were devised and addressed with the education management of different regions and also affected student who are from higher learning institutions. This design was appropriate for this study as it offers a more precise and focused

research to unravel the various perspectives of the adoption of online and distance teaching modes on various platforms such as Moodle, Zoom, telegram, and google meet/classroom. As such, the sample was purposefully selected, with an aim to getting information-rich cases for in-depth study. There were thirty participants, fifteen drawn from teaching and lecturing faculty, and fifteen more being students in various higher institutions.

Findings

Importance of online learning

Today, online learning can hardly be considered without the substantial use of ICT. Nevertheless, a variety of different application software can develop negative initial perceptions toward online and distance learning on both sides, so that potential teachers / instructors, and learners in online classes. Various types of software (software) to be integrated in learning should be known to the instructor. Use guidelines are available to instructor for each program for effective implementation of different teaching techniques in distance learning using acceptable technology needs. The use of online learning in education has several advantages, particularly for higher education institutions, and despite its many benefits associated, online learning is regarded among the best methods of teaching. Several research and writers presented advantages and benefits from the implementation of e-learning technologies into classrooms (Klein and Ware, 2003; Algahtani, 2011). In his journal article on e-learning approaches for providing information in the digital age, Marc (2000) revealed that one of the strengths of e-learning in education system is its emphasis on individual learning needs as a critical factor in the learning system, rather than on needs of teachers or academic institutions.

Each learner has the privilege of deciding the location he / she wants. The implementation of online learning, according to Smedley (2010), provides institutions as well as their learners with the great flexibility of time and place of delivery or receipt according to acquiring knowledge. Online and distance learning increases the efficacy of skills and credentials by quick access to a vast amount of material. This can provide resources for learner-to-learner interactions through the use of discussion forums. In doing so, online learning helps in eliminating obstacles that have the ability to hamper engagement, including the anxiety of speaking to other learners.

Online learning motivates students to communicate with others, as well as to share various points of view and appreciate them. The learning facilitates communication and also strengthens the relationships which support learning. Wagner et al (2008) state that the learning provides additional opportunities for interactivity during content distribution between learners and instructors. Online learning is expense-effective in the sense that the learners do not need to travel. Moreover, it provides learning opportunities for a large number of learners without many classrooms being required. The learning also takes note of variations between the different

learners. For example, some learners typically focus on certain aspects of the course while others are ready to study the entire course. Online learning account for the lack of academic personnel, including instructors as well as coordinators.

According to Raba (2005), goals can be reached with least effort in the shortest time by e-learning. All learners and teachers can achieve and keep up with progress as they acquire experience collected by different experts in the specific areas of knowledge. Khan (2005) argues for the impacts of online learning on educational ethics. That is because the online learning platforms are inclusive, and they are a perfect way to give fair access to the knowledge world regardless of user places, age, ethnic background and race (Khan, 2005). The online learning setting often allows learners or students to rely on themselves, as teachers are no longer the origin of solitary learning. Rather, they are directions and advisors. Online learning also helps the community plan to communicate internationally and interact with others (Zeitoun, 2008). Nevertheless, according to Algahtani (2011), if the learning is used and implemented in appropriate ways, the probable benefits are greater than the costs of conventional learning.

Judahil et al (2007) presented the positive influence of online learning from the learners' perspectives. Zhang et al (2006) emphasizes that the learning enables the discovery of more versatile forms of teaching with much reduced travel needs to go to school. According to Zhang et al (2006), online learning through interactive media facility allows learners to see all the programs that take place in the classroom and also listening to instructors many more times as appropriate. This gives teachers numerous ways to communicate with students and give them direct feedback. Online learning systems, as per Singh (2001), allow better interaction between learners and between learners and faculty or instructors. Hemsley (2002) claimed that either full-time and part-time students can take part in their learning programs from any location, offering displaced or traveling people an easily accessible learning and experience opportunity (Hemsley, 2002). Online and distance learning introduction and application offers people with disabilities the ability to continue their education from anywhere.

Interaction in the online learning modes

Interaction is one of the most important components of any learning experience and it has been identified as a major construct in distance education research (Vrasidas, 2000). Interaction can be defined as a behavior where individuals and groups act upon each other. A main characteristic of interaction is reciprocity in actions and responses. It can take any form: verbal or nonverbal, formal or casual, and conscious or unconscious (Vrasidas, 2000). While interaction is a significant element to promoting learning, it is frequently reported as the missing component in distance education (Wagner, 1997). Chickering and Ehrmann (2001) results elaborated on the key elements by writing an article describing some of the most expense-effective and appropriate ways to enhance learning

using devices and information technologies. A summary, along with instances of application, of each of the key elements continues. The first concept notes that promoting communication between faculty and students is part of good online learning process. Frequent interaction with faculty members, both in and out of class, is a critical aspect in motivating and engaging the student in the online and distance classroom. In addition, knowing faculty members motivate learners to discuss on their intellectual commitment in their online learning system and encourage them to plan about their future (Chickering & Ehrmann, 2001). One strategy to encourage interaction between faculty and students is through the use of online discussion boards. A further way to create interaction is to encourage the students to interact their academic / career goals with the trainer.

The second principle concerns developing mutuality and learner co-operation. This principle which states that when working in a group opportunity more education is attained. Students' competition and alienation is prohibited as exchanging ideas with each other intensifies comprehension and thought, and thus learning (Chickering & Ehrmann, 2001). One way of developing reciprocity and collaboration is through the use of learning team members or pairs. Furthermore, having students execute peer criticisms / reviews of each other's task is also another way of encouraging this result. In promoting constructive learning, education should not be perceived as a "spectator sport." Students do not learn as much when sitting and listening to lectures provided by instructors. Additionally, material reiteration is not considered a legitimate learning process. The learners are instead expected to discuss and reflect on the content of the lesson (Chickering & Ehrmann, 2001). One way of encouraging active learning is by allowing students evaluate real-life situations and connect them with their own encounters. Another way teachers may promote active online learning is to perform experiments relevant to the lesson work which should be done and the results submitted for assessment.

Perception of online learning

With respect to the results of this research, the interpretation of the students on online learning discloses that it is useful in the midst of the COVID-19 disease outbreak. The investigation proved that the student portrayed online learning in the midst of a disease outbreak is really beneficial. In line with Popovici and Mironov (2014), it shows that, through their effect on the learning process, students are profoundly aware of what's happening brought about by digital innovations. With Keller and Cernerud (2002), the current study is somewhat different, that learners did not consider access to online learning on campus as a benefit. This research not only address that online education is useful in amid of COVID-19 pandemic but also noticed the light on the accessibility of internet connect, finance concern, and online learning integration. At the learners' situation in terms of financial issue, they keep hoping that instructors make use of equipment such as Moodle,

Zoom, telegram, google meet/classroom. This results are very consistent with Mamattah (2016) that the majority of the respondents think it is more costly to teach classes online than completely face-to-face education, it can be concluded that if choices about choice of learning mode were to be made based on the cost more of the respondents would go for completely classroom education than online learning. In the light of the availability of internet access, the current study demonstrated that individual assignments are good to keep the gap geographically due to pandemic, they need group tasks to support colleagues who do not have an internet connect.

Barriers to online and distance learning

The lack of adequate number of qualified people in the advancement of online educational methods ensuring quality of teaching and learning. Lack of familiarity of both learners and instructors with the learning and teaching online technology also poses an obstacle to the advancement of online distance education. Learners' assumptions and concerns regarding the recognition of instructional awards. Other students' seclusion is one aspect that has dissuaded potential learners from distance learning programs interactive platforms. Opposition to transition by teaching and training practitioners that emerge from internal expectations and prejudices related to themselves, their learners and the techniques.

Some instructors' concerns regarding intellectual property rights and limitations on the use of materials through copyright do not encourage collaboration across collective and diverse delivery systems. There is literally no link to infrastructure in many regions of the world and the expense of connectivity through adequate bandwidth is unaffordable in many others especially in the less developed areas. The concern by stakeholders that embracing this learning technology, given the broad difference in quality access, would result in widening the educational gap between rich and poor. Some are worried about the problem of exam malpractice and the difficulty to test higher order awareness and innovative thinking of the commonly used multi - choice questions evaluation process. There are two possible reasons for why teachers are not enacting this principle in online classes. First, some of programs available via the online platform may be self-paced. The time limits may be published weeks ahead of time and students are promptly told to pace themselves and complete the assignment by the enrolled. In this scenario, teachers would not be sure to observe the learners how much time it should take them to accomplish every task.

Dowling et al., (2003) suggest that making accessible online learning resources results in better learning outcomes only for limited types of collective evaluation. The most notable disapproval of online learning is the minimized critical personal interactions, not only between learners and instructors, but even among fellow students. According to Almosa (2002), whatever the drawbacks of online learning, there are several advantages that motivate its usage and also promote the quest for ways to minimize drawbacks. Online learning as an instructional tool makes

learners experience reflection, distance, as well as lack of contact or relationship. Therefore, to reduce such effects, it takes a very strong creativity as well as competence with the managing of time. With regard to clarifications, giving explanations, as well as interpretations, the process of online learning can be less successful than the conventional method of learning. The teaching method is simpler with the students or teachers using face to face experiences. Online learning as a tool may have a detrimental impact when it comes to improving learner's expression and communication skills.

While they may have extensive knowledge in academia, they do not demonstrate the capacity required to pass on their learned knowledge to others. Since online learning evaluation assessments can be performed via proxy, it is hard, if not impossible, to track or regulate bad behaviors such as cheating. Probably, online learning can also be misinformed into piracy and plagiarizing, habituated by inefficient skills as well as easiness of copying and pasting. Online learning can also deteriorate the role of socializing institutions, as well as the role of teachers as supervisors of the educational process. Not every area or discipline can utilize the strategy of online learning in education either. For example, online learning cannot technically be the strictly scientific fields which include practical experiments. Research has concluded that online learning in social science and the arts is more suitable than applications such as healthcare science and pharmacy, where technical skills need to be created. Online learning can also cause congestion or heavy use of certain websites. This can lead to unplanned drawbacks both in terms of time and resources.

Conclusion

In the current days of the crisis, synchronous distance learning has also been facilitated by information and communication technologies, where conventional classroom production can be protected by high-powered video cameras and distributed in real time to learners from their different places. Classes otherwise inaccessible on site due to low enrolments or teacher limited availability can be made accessible to prospective students via distance learning in the various online learning platforms. Online and distance education platforms provide the time, pace, and site versatility that is a prime decision in the current modern class and education assessments in amidst of the crisis, and facilitate academic experience from working or attending to family obligations through effective synchronous and asynchronous delivery solutions.

The Internet has significant contribution and versatility to integrate high-resolution visual effects, text, and sound, both as collected, sortable information and as interactive real-time interactions to generate an entertaining and motivating online study setting. The optimization of one-to-many or many-to-many learning methods, just-in-time as well as on-demand delivery capacity, and incentives for life-long learning incentives have attracted many more information

seekers into online learning settings. The Internet offers the forum for the development with learners and instructors of a truly intercultural global educational and knowledge system. Increasing collaborations between network providers and equipment suppliers, colleges, and businesses, along with declining hardware costs, have helped facilitate access to and knowledge exchange, which is very valuable for the online learning platform. Increasing policy action in developing digital information technology has also contributed to broader use of online and distance learning platforms by increasing global population. Online distance learning with its highly student-centered methods and well-prepared learning materials defined with generated inspiration in the form of engaging activities is assumed to improve the quality of educational experiences which helps in countering the crisis in the educational field as a result of the pandemic.

Online curriculum implementation promotes processes of interactive learning and teaching where learners are encouraged to interact with each other and the teacher when exchanging ideas. Policy makers and management anticipate online and distance learning to reduce educational costs, boost efficiency, and allow expansion without associated cost increases and the recent crisis due to COVID 19 pandemic. There is the current belief that the use of information and communication technologies will enable schools to be seen to be up-to - date with technologies, which will enable their continuity in the learning process of the students.

It can be inferred from the research outcome above that the perspective of the learners on online learning shows that it is healthy in the midst of the COVID-19 disease outbreak. In the course of the pandemic they considered online learning as very beneficial. Not only does this study say that online learning is strong in the face of the COVID-19 pandemic, it also highlighted the light on the quality of internet connectivity, financial problems and introduction of online learning. In terms of financial problems, at the state of the students, they expect lecturers can make use of resources such as Moodle, Zoom, telegram, google meet/classroom. Despite the availability of internet connectivity, they said that individual tasks are best at maintaining the gap physically due to a disease outbreak, they need group tasks to support friends who don't have an internet pulse and connectivity. They hope about execution that clarification will have to precede material and assignment. Based on the perception of students in this study concerning online learning in the wake of the COVID-19 pandemic, instructors will analyze the situation of learners in terms of economic power, the accessibility of internet connectivity for students and the collection of online learning technologies that are successful and productive in the application of the online learning platform.

Online learning focuses on digital educational tools. It uses advanced technologies to enable students to study anyplace, anytime. It includes training, information delivery, and empowers learners to connect with each other, as well as to convey and respect differing viewpoints. It promotes collaboration, and strengthens relationships that support learning. Despite some

challenges discussed, the research has explained the importance of online learning in specific and how online learning has made a powerful influence in learning and teaching. The implementation in some institutions has enhanced access to knowledge for faculty and learners, and has created a rich atmosphere for collaboration among students that has improved academic standards. The overall literature that describes online learning advantages and drawbacks shows the need for its introduction in higher education for teachers, administrators and students to reap the full rewards that come with its acceptance and implementation.

Recommendations

It is recommended that at least one and ideally many times, carry out instruction for the technical use of all kinds of software required to perform aspects of the on-line learning as presented in the situation of a learning experience. The next essential part of a quality technical assistance (necessitates hardware, software and support personnel) to be the instructor facilitate establishing of educational information on-line. Technical support should be coordinated for students to quickly become interested in various forms of technology built to facilitate in distance learning. Learners should be guided to the process of implementation and use technologies intended to allow them to use on-line instructional materials and a selection of communication methods. Teachers should facilitate the learning process that promotes social interaction, active learning, and self-motivation. Also, teachers ought to have understanding of verbal, nonverbal, and media communications so that they can continue providing inquiry, cooperation, and engagement in learning. Instructors will base instructional plans on their understanding from several things: their own understanding of the subject, the learners, the environment, and the educational goals. The instructor should also recognize and use formative assessment, either formal or informal, to determine student progress.

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