

Online dissemination of Lecture: Challenging task during the pandemic phase

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Abstract

Dissemination of education through a single-mode and medium of communication is not feasible for effective teaching-learning process. Pandemic creates unbelievable circumstances for all well being. Therefore, the continuation of education is important through an optional teaching-learning process called the online education system. This paper discusses and elaborates on the issues that occurred during the online lecture taking during the pandemic situation. Google hangout was used to deliver the lecture among Bed students. Further, characteristics and features were discussed for short communication.

Introduction

When nation-building and development are discussed, education is the first and foremost sector that comes into consideration. To develop the nation's educational base, strong and resourceful teachers are the medium. During the state of a medical emergency (Covid-19) when the entire system is lockdown the educational system too has to abide by the formula of social distancing. But to avoid the educational losses and its repercussions most educational institutes came up united to pursue educational curriculum and activities with various mediums of ICT like online classes, video uploading on student's portals, webinar, online workshops, audio lectures, e-field trips, apps like Google Hangout, Zoom, Webnix, etc have been used differently in different formats.

Dissemination of Lectures for B.Ed Students

To persist and endure the continuance of college system and educational goals, our college came up with a variety of novel ideas to assist and reach all kinds of students' needs to the best that could be delivered in the climate of social distancing with infrastructural barriers. Before inaugurating the online classes, departmental faculties provided students with notes that were especially developed as per the units of their respected courses via MS Word, PowerPoint presentations were also developed and shared of the topics that needed pictorial and graphical bulletins, audio-lectures were developed too to cover few leftover topics. Seeing demands and doubts of students through responses via calls or email faculties have developed requisite Long answer type questions and answers, short answers type questions and answers so that answer presentation skills can be taught to the students. Along with this, the different departments of the college was preparing for the launch of online classes. Our Department of Education, finalized Google Hangouts to conduct the Online classes for the Department of Education, seeing the safety concerns and encrypted transits.

Integration of ICT: Google Hangouts

Google Hangouts have Google Cloud's secure-by-design infrastructure to help protect data and safeguarding privacy, and have proper host control, complex meeting codes, links developed for each class shared to their participants' personal Gmail id have preventive strategies to avoid unwanted guests to the link(class).

It was vital to orient both students and faculties about the new distinct medium of online classes therefore rehearsals were done before launching hangout classes formally. The prerequisite of this class was to have Gmail accounts for all the participants and the hosts. Then the list of students' email IDs had been prepared and shared with all the faculties so that they can share their class links as per the timetable developed for online classes with the students. Students were regularly updated via what's app groups, mails and student portals. As most of the syllabus had been already covered, the faculties needed more revision and doubt discussion slots with the students. Google hangout can cater to 10 participants at a time. This made faculties listen to each student's doubts clearly and allowed better control over the online sessions. Network and bandwidth indeed unforeseeable events but had been managed with the flexibility to join in other slots as per space. In the entire online sessions the participation of students via their responses, attendance, feedbacks, class discussions were enthusiastic. It made us feel that they were expecting some sort of remedial actions from the faculties that can bridge up this impromptu distancing.

After completion of online classes, we organized the Internal Viva for the B.Ed students, evaluated the assignments uploaded in their respected student's portal, have also prepared MCQs to evaluate their content knowledge of the subjects.

Feedback from students-

Survey was conducted to collect feedback from B.Ed students about online classes as well as study materials provided by the faculties. It has been found that more than 61% of B.Ed students found online classes purposeful and helped them to gain knowledge, 59% students found that Questions and Answers provided by faculties were appropriate as their syllabus coverage, 40% students were satisfied about the management of online classes. For audio lectures 51.9% were satisfied about the Video lectures uploaded by the faculties in student's portal.

It has been observed that implementation of online classes along with different teaching learning assistance have benefitted the students of B.Ed department. Through personal communication after classes, few students who had technical issues had been provided with flexibility to time slots.

Conclusion: Providing online education is an essential part of the pandemic situation. But, the environment of the teaching-learning process through web-based services is quite a different form of face-to-face interaction. Time management, understanding the conversation sense, curiosity and creativity among students towards authentic and copyright materials are the challenging issues. To make a better online educational

system, it is required to focus on faculties' hands-on practice and up-gradation of web-based educational services.

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