



# WAYS TO BETTER MANAGE STUDENT TIME FOR EFFECTIVE LEARNING DURING THE COVID-19 PANDEMIC



INTAKE 37

SYNDICATE 07

CERTIFICATE

RESTRICTED

**WAYS TO BETTER MANAGE STUDENT TIME FOR  
EFFECTIVE LEARNING DURING THE COVID – 19  
PANDEMIC**



**GENERAL SIR JOHN KOTELAWALA DEFENCE UNIVERSITY**

**INTAKE 37**

**SYNDICATE 07**

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**DS COMMENTS**

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**COVER SHEET**

1. **TOPIC** - Ways to better manage student time for effective learning during the COVID – 19 pandemic.
2. **ACADEMIC DS** - Dr. (Mrs.) WCDK Fernando
3. **MILITARY DS** - Sqn Ldr WAJA Wijesuriya
4. **SYNDICATE LEADER** - 5819 SCQMS MVC Sakya
5. **SYNDICATE MEMBERS** -

<b>SN</b>	<b>SVC NO</b>	<b>RANK</b>	<b>NAME</b>	<b>STREAM</b>
1	5819	SCQMS	MVC Sakya	BSS
2	5834	C/CPL	YTB Abeygunawardhana	ENG
3	5964	C/L/CPL	EMNMR Edirisinghe	CS
4	5838	O/Cadet	AH Ranasinghe	ENG
5	5854	O/Cadet	AS Rathnayake	ENG
6	5845	O/Cadet	HPSC Thisarangana	ENG
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9	5826	O/Cadet	RARS Ranasinghe	ENG
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**DECLARATION**

We declare that this does not incorporate with any material that was previously submitted for a degree or a diploma in any university, to the best of our knowledge and belief, it does not contain any material previously published and written by another person except where due references are made in the text. We also hereby give consent for our dissertation, if accepted, to be made available for photocopying and interlibrary loans, and for the summary to be made available to outside

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**AIM**

The aim of this script is to emphasize the importance of identifying ways to better manage student time effectively.

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**ABSTRACT**

1. The Covid-19 pandemic led to the shutdown of all the behaviors and practices. The pandemic was the biggest full stop to education. Students all over the world had to terminate their physical education patterns and shift into online education. The script emphasizes the impact of the pandemic on students' education and the ways of effective time management through online education to productive learning outcomes.

2. Further the script synthesized the opportunities and limitations and advantages and disadvantages for the education that have faced by students globally in developing and developed countries during the pandemic situation. And also, the positive and negative impacts and the challenges of online education for the students are elaborated through this script.

3. Moreover, the script highlights the vitality of time management and opportunities that have been created through online education for the students during the new normal learning system. And many recommendations that could be considered to enhance the motivation and the productivity of the education methods practising during the Covid-19 situation are proposed by the script.

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**CHAPTER 1**

**BACKGROUND**

4. The Covid-19 was originated from the city of Wuhan, China has created a big revolution globally. The Covid-19 alias the coronavirus has spread all over the world impacting the nations' economy, life patterns, and all the other living conditions. The Covid-19 pandemic has kept a forceful full stop to the people's freedom and all the activities that have been performed by the people to tighten up their lives. Many lives have been buried by the covid and half of the world has to suffer a lot from this pandemic situation with the degrading economies, lives, and lifestyles.

5. Especially, this Covid-19 pandemic has created a huge negative impact on the education context. Almost all the children around globally have missed out on their practiced ways of education patterns. Due to the rapid spread of the virus, the government has had to shut down all the educational institutes to control the fast spread of the virus. Because of that many children had needed to stay home until further notice of an alternative solution to continue their studies while few institutes initiated online delivery of class activities and lessons.

6. However, the continuation of the pandemic has created a new normal where all the lifestyles have adapted to the new virus condition where all the manual meetings and processes have transferred into digitization with limited movements and activities.

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## **CHAPTER 2**

### **INTRODUCTION**

#### **WHAT IS EDUCATION**

7. Education is the process of facilitating learning or the acquisition of knowledge, skills, values, morals, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion, and directed research.

#### **WHAT IS ONLINE EDUCATION**

8. “Online learning”- is an alternative route to study a degree course offered by a university, school, or any institute. Instead of attending lectures and seminars at universities, students can study at home or work by themselves. And all the teaching, materials, and support are delivered online.

#### **THE SPREAD OF THE COVID-19 IN THE LOCAL CONTEXT,**

9. The Covid-19 pandemic has given a forceful full stop to all the life patterns that have been practiced by a human. All the social gatherings and workouts have been limited only to digital screens. In that condition, all the educational activities have gone online, and all the physical interaction and classes have been terminated to control the fast spread of the virus.

10. Initially, with the new entrance of this coronavirus in 2020, the government took steps to terminate all the public and private services and delivery of school and other institutional education and shut down the whole country imposing travel restrictions. That situation prevailed for about five months from the 18<sup>th</sup> of March 2020. That was a difficult period for both children and adults. That shutdown period supported to decrease in the increase of deaths and the spread of the virus in society. Only one or two death cases were recorded per week and not many infected records were found.

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11. After seeing control of the pandemic, the government planned to open half of the country for essential services. Fifty percent of the employees were required to report to the work according to the roaster plans. This half presentation of the work continued for about two months and the country was again planned to run on normal conditions. But the restart of the new normal working condition was not much good for the pandemic situation. As of today, the restart of the country has worsened the spread of the virus increasing per day deaths and the number of infected people around the country.

12. Further, the government took immediate actions to vaccinate the citizens using prioritized methods and it has helped to reduce the severity of the virus for those who get infected.

13. However, the condition has changed to a moderate environment after too many positive and negative ups and downs.

14. Figure 1 highlights records of the current status of the spread of the virus in Sri Lanka as of the 26<sup>th</sup> of August 2021.

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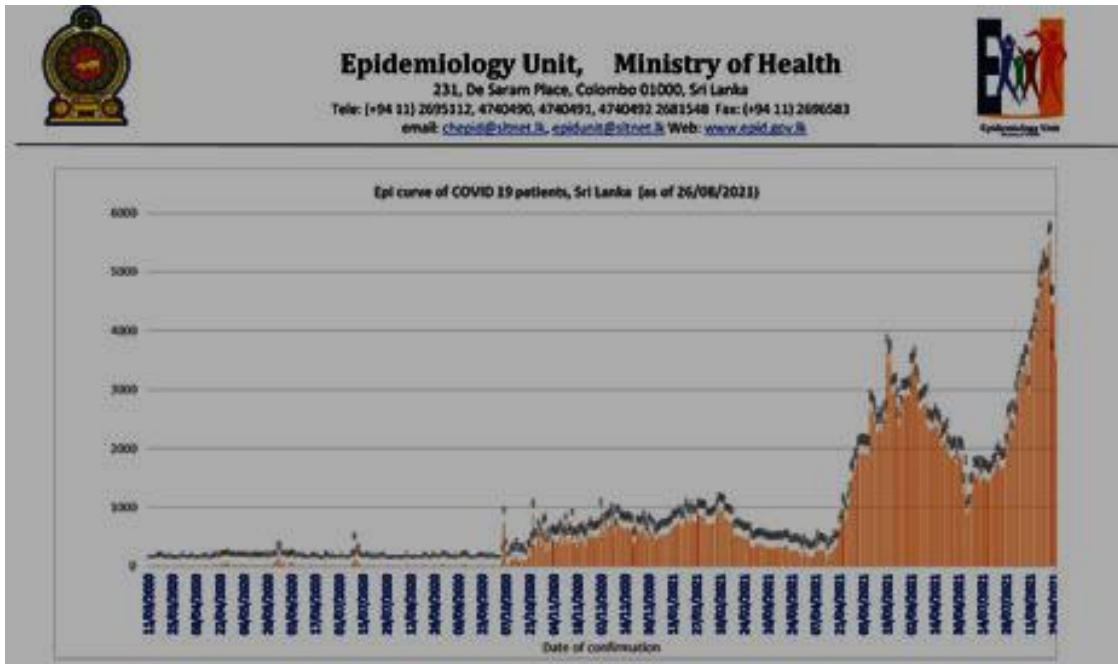


Figure 1: Covid Status as of the 26th of August 2021 - <http://www.epid.gov.lk/web>

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### **CHAPTER 3**

#### **METHODOLOGY**

15. The methodology section describes how a thorough literature review has been done and accordingly addressing the given project by collecting relevant data. This section further explains both qualitative and quantitative approaches used.

16. As the initial step to the qualitative approach interview sessions using a sample of ten students were conducted and works of literature that have been presented globally were reviewed. Further, a questionnaire was distributed among a sample of twenty-four students to gather data for the project.

17. The qualitative approach helps to reveal individual views, ideas, perceptions, and careful literature review. This script focus to accumulate data based on managing time. The data and information for each subsection were acquired as qualitative and quantitative referencing the pieces of literature and referring to the websites. (See References) After collecting the data and information, the collected data was organized methodically and analyzed to conclude the project findings.

18. The study focuses on how undergraduates at KDU faced the COVID-19 pandemic situation with or without the guidance of their parents. Because of the COVID19 pandemic, almost all students started following their education online not only for the school lessons but also to attend other tuition classes and courses now holding online.

#### **QUALITATIVE APPROACH**

19. Techniques for conducting the qualitative approach include an in-depth review of related articles and interviews with undergraduates. The data collection techniques consist of unstructured interviews and observations.

20. Works of literature, newspaper articles, and research papers that have been presented globally were considered as the main sources to the qualitative approach for the data gathering process. The positive and negative results and ideas that have been identified and recommendation that has been provided through analytical conclusions were considered.

21. Several interview sessions were conducted among the badge mates. A sample of ten students was selected to conduct the interview session including eight male officer cadets and two lady office cadets.

22. The interview was used to gather information on the learning environment of the students during the Covid-19 pandemic situation. The interview was based on a set of unstructured questions gather information required.

23. Only eight (08) male officer cadets and two (02) lady officer cadets were able to engage in the unstructured interviews due to the pandemic situation and associated quarantine period faced by the members of the syndicate group. All participants were encouraged to describe their perceptions of online learning.

The sample group of the interview is as follows.

Table 1: Sample Group for the Interview Sessions

<b>Faculty</b>	<b>Male Officer cadets</b>	<b>Lady Officer cadets</b>
Faculty of Management, Social Sciences, and Humanities	01	-
Faculty of Engineering	06	-
Faculty of Computing	01	-
Faculty of Medicine	-	02

**WAYS OF CONDUCTING THE QUANTITATIVE APPROACH**

24. A questionnaire is prepared to gather information on online learning of undergraduates and the use of their time effectively. The questionnaire consisted of several aspects of online learning and includes seven questions. The students were asked to fill the questionnaire through a google form and the link was shared through WhatsApp and email too.

25. A sample of twenty-four (24) students was selected to gather data including twelve (12) school students and twelve (12) university students.

26. The collected data were processed and analyzed by gaining Validity, Quality, Reliability as the criteria to conclude the project findings.

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## **CHAPTER 4**

### **ANALYSIS**

27. The analysis was conducted by analyzing the results acquired through the qualitative and quantitative data collection approaches performed.

28. The recommendations and ideas gathered from the quantitative approach, by reviewing the works of literature and the results acquired through the interview sessions were analyzed based on several sub-topics. The subtopics include the following;

- a. Impact On Students' Achievements During The Pandemic- Especially The Rural Students.
- b. Did Students Perform In Fall 2020 Relative To A Typical School Year (Specifically, Fall 2019)
- c. Distinctions Between Physical Education And Online Education.
- d. Is learning online as effective as physical education?

29. The analysis results from the literature review and the interview sessions are highlighted below considering the above-pointed sub-sections.

30. The major e-learning challenges, that learners' have to face are the interaction with information technology tools in e-learning and learners' satisfaction with online learning. According to the results, many students (more than 30%) missed many tasks, duties, and communications with teachers, which are essential in the educational process activities. The results indicated some technical issues in using the Blackboard tool, such as online class access, class materials downloading, audio, and video playing, which reported a worry about the technical issue's solution. The study recommended that technical support is needed to enable reliability in online learning. Teachers and

students were forced to tackle this issue and utilize other online education platforms for uninterrupted learning during the crisis. They used platforms such as emails for submitting their assignments, Microsoft teams, Google, and Zoom platform for conducting some lectures either due to the non-availability of the course in Blackboard at the beginning of transition or students could not logging in to the Blackboard. Besides, the WhatsApp platform was used by most of the students during online learning. The availability of mobile phones helped online learning succeed because most students used their mobile phones in this context.

31. As noticed, challenges and related online issues in online learning showed the highest scores of all the statistical measures. most of the students are coming from remote towns where the network is experiencing pressure due to the COVID-19 crisis as all the students, teachers, and most of the other sectors shifted to work online. Learners confronted some difficulties accessing online lessons, materials downloading, online exams conducting, etc., students reported these issues as the most significant issue. Some other students could not open online exams on their mobile phones because of some format or extension not supported by their devices. There are also some other issues that the learners faced, such as, the lack of digital skills in using Blackboard platforms, the need for all online learning equipment, tools, systems, lack of real English language practice with the teachers and their classmates, etc. The findings of the current paper corroborate the findings of previous research on the same issues about online learning during COVID-19, and the results showed that students are not happy with distance education and many obstacles have been encountered.

32. The last discussion is the analysis of the general satisfaction of learners with online English language education during the COVID-19 crisis. However, in the beginning, most of the learners came online for the first time. They lacked the experience and confidence to learn online using a new medium. After some time, most learners could overcome most of the technical issues related to online learning platforms. But the English language learning challenges are still problematic in online learning during the pandemic. These findings add to the growing body of literature on the significant challenges and problems that encountered EFL learners during the sudden change to online learning due to the COVID-19 pandemic, and the necessary

steps are needed to facilitate the online education process and to overcome these reported issues.

### **Impact On Students' Achievements During The Pandemic- Especially The Rural Students**

33. The global pandemic has taken a colossal hit on all the sectors of the economy. While it has been slightly easier for professionals to adopt work from home as a new normal and continue business as usual, the times have been challenging for the education system around the world that majorly revolved around classroom learning. The government has recommended moving to online learning as a stop-gap arrangement to evade any disruptions in academic calendars. Technology and smart classrooms are not only transforming education in highly paid private schools, but it is gradually making inroads in government schools. Consequently, e-learning is now the way to transform the education sector. It is showing a positive transformation and schools and colleges in rural areas are also adapting to technology day by day. It is motivating to see that even Tier III and rural areas are stepping up to transform traditional education into a digitally enhanced process.

34. While the benefits of online learning are manifold, there are still many roadblocks in the way ahead towards making education an entirely digital (online) phenomenon.

35. When it comes to Online Education or E-Learning, the rural population is not completely equipped with utilities like fast internet, uninterrupted power supply, and electronic devices. There have been improvements regarding basic infrastructural facilities but many rural areas in Sri Lanka are still grappling with these challenges to make education completely digital or online.

36. These are prominent hurdles that come in the way of enabling online education in the rural regions of Sri Lanka. Though the power and network infrastructure have improved leaps and bounds in the remote areas of the country, there is still room for

improvement. Teachers and students in villages are becoming more accepting of digital means of learning, but the infrastructural facilities there have not developed fully to become at par with what online learning requires. The steady flow of electricity and lack of high-speed internet still pose major problems for the rural population.

37. The whole world is adjusting to the reality of the Covid-19 pandemic by finding alternatives to the disruptions caused thus far. Corporations are allowing their workforces to work from home, while schools and colleges are moving classes online. But unfortunately, students in rural areas are denied the newest devices and levels of accessibility to online content that urban areas of the same country enjoy daily.

38. As a developing country, education inequality can be observed between rural and urban areas. Income differences, various institutional barriers, and different parenting styles can be regarded as possible causes of that. In addition, most parents in rural areas do not take much interest in their children's schoolwork.

39. Nevertheless, there is a difference in the ability to access technology and a lack of opportunities to learn ICT skills between rural and urban students. Lack of hardware, software, the Internet, ready access to technology and technology support within public schools has been the main reason for the unfamiliarity of technology in students and teachers use in rural areas. Unlike their counterparts in cities, a lower percentage of students in villages possess desktop or laptop computers. They depend on their family members' mobile phones for learning and attending classes, making it a hard exercise. Watching small screens to consume as much information as possible for long hours could be harmful to students' health.

40. Furthermore, purchasing data plans for learning could also incur a lot of expenses for families who face financial constraints. It could further affect the participation levels of both teachers and students concerning live classes. They cannot claim electricity and telecommunications capabilities like urban areas. Teachers and students in rural, both are disadvantageous in technological facilities. Digital literacy and the digital divide have been serious concerns for our country for over a decade. Many teachers and students in rural areas are not able to match up to the technical skills

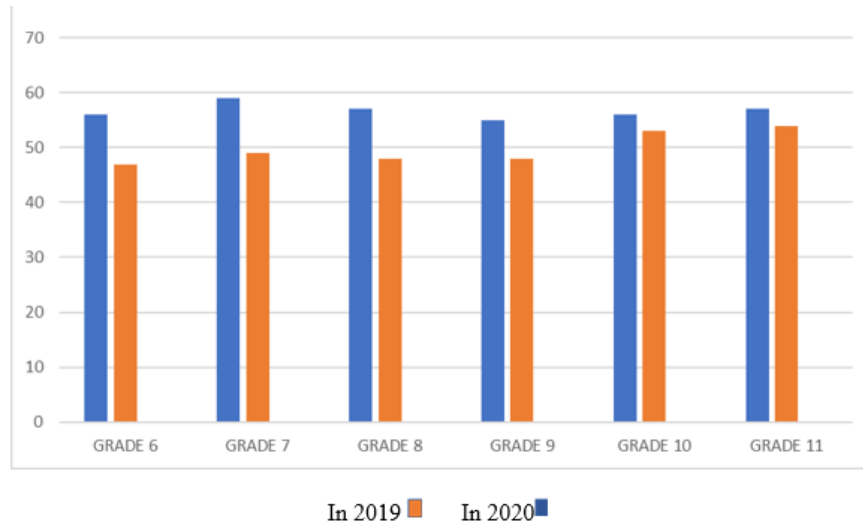
of educationalists and students in cities. This has been proven by the researches that show markedly decrement of attendance in rural students, after shifting from in-class lessons to online lessons.

41. On the bright side, sponsors have made significant investments in improving access to digital services and e-learning; building on pre-existing infrastructure could ease the process of digital inclusion. Teachers would be able to transition smoothly if they receive the requisite support. The government has already taken some steps to give extra lessons targeting rural students via television, radio, and newspapers. Measures should be taken to speed up the process of bringing innovative and cost-effective online education tools to rural areas

**HOW DID STUDENTS PERFORM IN FALL 2020 RELATIVE TO A TYPICAL SCHOOL YEAR (SPECIFICALLY, FALL 2019)**

42. When comparing students' median percentile rank for fall 2020 to those for fall 2019, there is good news to share: Students in grades 6-11 performed similarly in reading to same-grade students in fall 2019. While the reason for the stability of these achievement results cannot be easily pinned down, possible explanations are that students read more on their own, and parents are better equipped to support learning in reading compared to other subjects that require more formal instruction.

43. The performance in mathematics, however, is more worrying. Figure 2 below shows the median percentile rank in maths by grade level in fall 2019 and fall 2020. As the figure indicates, the math achievement of students in 2020 was about 5 to 10 percentile points lower compared to same-grade students the previous year.



*Figure 2: Students' Performance Status in the Education*

**DISTINCTIONS BETWEEN PHYSICAL EDUCATION AND ONLINE EDUCATION**

44. Live learning expands commitment by adding a human component. It is particularly gainful for students who are not independent or who are utilized to the conventional 'educator and class model of instruction. Live online exercises are especially significant in any course as it allows the students the opportunity to get criticism on components of their realizing which are difficult to quantify in a self-stamping test.

45. The main fundamental distinction is in study hall the executives. In an actual study hall, the instructor is allowed to move the students around, gathering them distinctively and spreading out the class such that will make the exercises run as expected. Most online classes use conferencing programming which can make breakout gatherings and various game plans of students conceivable in the homeroom. In any case, as a rule, the best method to lead online exercises is regularly for the instructor or moderator to deal with the gathering overall. Along these lines, online classes work best when they are kept to fewer individuals. For courses that have no educator connection, like MOOCs (Massive Open Online Courses), class size is practically limitless.

46. Another distinction is in the utilization of back channels. Back diverts are especially mainstream in instructive circumstances, like talks, where the crowd is relied upon to sit and tune in for a more drawn-out timeframe. In the past instructors frequently restricted cell phones from the talk theater. Online homerooms generally have a text work worked in which can go about as a backchannel for the crowd to ensure they are locked in. Thus, it's not unexpected to have both a moderator and host in address-style online exercises.

47. In online classes, the absence of visual criticism is difficult for educators. While introducing straightforwardly to a group of people in a similar room, we can adjust our conveyance relying upon visual input from the crowd. A room loaded with exhausting countenances is a certain sign to a moderator or educator that they need to present a fascinating movement or adjust their conveyance to draw in the crowd more. In the online homeroom, a cleverer moderator will utilize the instruments accessible to get comparative criticism. Customary inquiries to the crowd which they can react to with casting a ballot apparatus are a valuable method to make sure that the participants are occupied with a live online meeting.

48. The obscurity of not being present in a study hall can likewise be an advantage to students going to online meetings. Students who feel hesitant to talk or raise their issues in an actual study hall may regularly feel more valiant when they realize they can't be seen by different individuals from the class. Moreover, students with an actual inability that restricts their interest in customary study hall exercises are in a difficult spot in a virtual homeroom where all members are equivalent.

49. To summarize, while there are contrasts between physical and internet learning, in the possession of a very much prepared instructor, both conveyance techniques can be utilized to accomplish similar objectives. Which one you pick relies upon the coordination of conveying your preparation however much the topic is being instructed. Nonetheless, in an increasingly more globalized working environment, live online exercises are turning into an undeniably clear decision for any expert advancement program.



**IS LEARNING ONLINE AS EFFECTIVE AS PHYSICAL EDUCATION?**

50. For those who do have access to the right technology, there is evidence that learning online can be more effective in several ways. Some research shows that on average, students retain 25-60% more material when learning online compared to only 8-10% in a classroom. This is mostly due to the students being able to learn faster online; e-learning requires 40-60% less time to learn than in a traditional classroom setting because students can learn at their own pace, going back and re-reading, skipping, or accelerating through concepts as they choose.

51. Nevertheless, the effectiveness of online learning varies amongst age groups. The consensus on children, especially younger ones, is that a structured environment is required because kids are more easily distracted. To get the full benefit of online learning, there needs to be a concerted effort to provide this structure and go beyond replicating a physical class/lecture through video capabilities, instead, using a range of collaboration tools and engagement methods that promote “inclusion, personalization, and intelligence”, according to Dowson Tong, Senior Executive Vice President of Tencent and President of its Cloud and Smart Industries Group.

52. Researches show that learning online can be more effective in many ways. IBM has found that participants learn five times more material in online learning courses using multimedia content than in traditional face-to-face courses and they give students full control over their learning, students can work at their speed. Generally, students work faster than they would do otherwise and take in more information. They can move faster through areas of the course they feel comfortable with, but slower through those that they need a little more time on.

53. Many traditional classes struggle to retain students throughout the length of the course. The Research Institute of America has found that rather, online courses have increased student retention rates from anything from 25% to 60%. More compelling multimedia content, more freedom over how individuals take in the curriculum, and a lower probability of classes colliding with other commitments, have all been suggested as factors contributing to this increase.

54. E-learning is more effective due to the less time investment. It does not involve the time to get back and forth to classes, plus the time spent waiting for tutors and other students. A Brandon Hall report on eLearning within corporations found that online learning typically requires 40-60% less employee time than learning in a traditional classroom setting.

55. One of the great things about online courses is that assessment can become more of an ongoing process. Student engagement can be improved by interspersing multimedia content and learning materials with regular short examinations. Harvard research found that adopting these short regular examinations reduced student distraction, halved note-taking, and enhanced overall content recall. It's also worth mentioning that the more frequently students are examined, the better their tutors can follow their development. Tutors can intervene early when help is needed because of improved student tracking.

56. Online learning is certainly the more effective option for students, but it's also better for the environment. The Open University in Britain has found that online courses equate to an average of 90% less energy and 85% fewer CO<sub>2</sub> emissions per student than traditional in-person courses. This certainly makes online learning and multimedia content a more effective method of education overall. Individuals and corporations can benefit from promoting and participating in this type of learning by doing their part for the environment and sticking to their personal environmental goals. Do you want to learn more about the most efficient way to learn languages? E-learning courses make use of high-quality multimedia content to help students understand concepts and give a truly immersive experience.

57. Nevertheless, the effectiveness of online learning varies amongst age groups. Especially the younger children require a structured environment because kids are more easily distracted. Therefore to get the full benefit of online learning, they should be provided a calm surrounding with regular breaks in between lessons. Studies have shown that children widely use their senses to learn, making learning fun and effective through the use of technology.

58. Moreover, the answers collected by conduction the questionnaire approach were also analyzed in this section. The collected data were analyzed to carter the Validity, Quality, Reliability of the criteria to conclude the project findings.

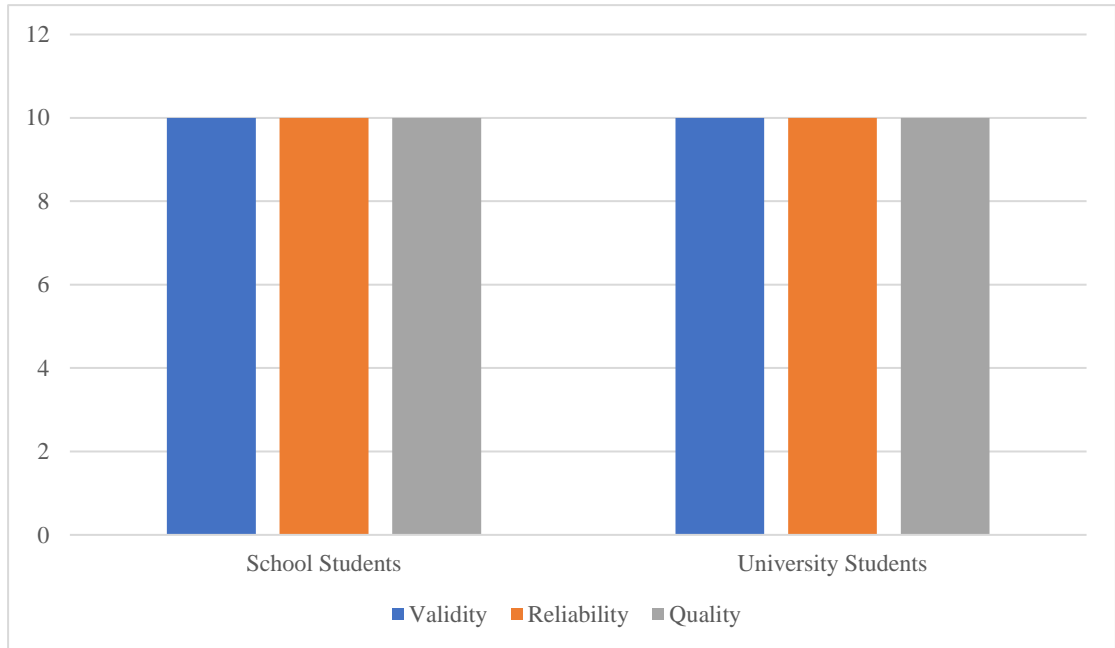


Figure 3: The Validity, Reliability, and the Quality of the Data Gathered.

59. The school students and the university students have responded to the questionnaire both positively and negatively. The analysis results of the questionnaire are synthesized below.

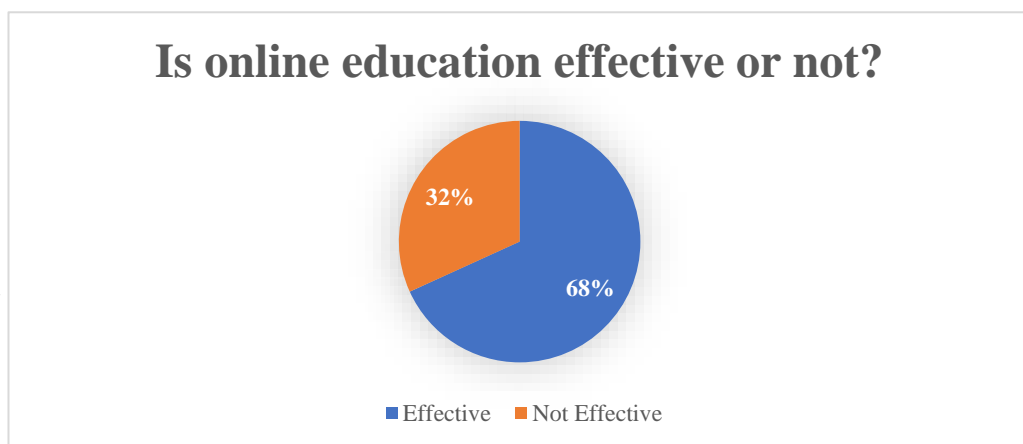


Figure 4: Analysis Results 1

60. 68% of the students have positively reacted that online education is effective and 32% of the students have responded negatively.

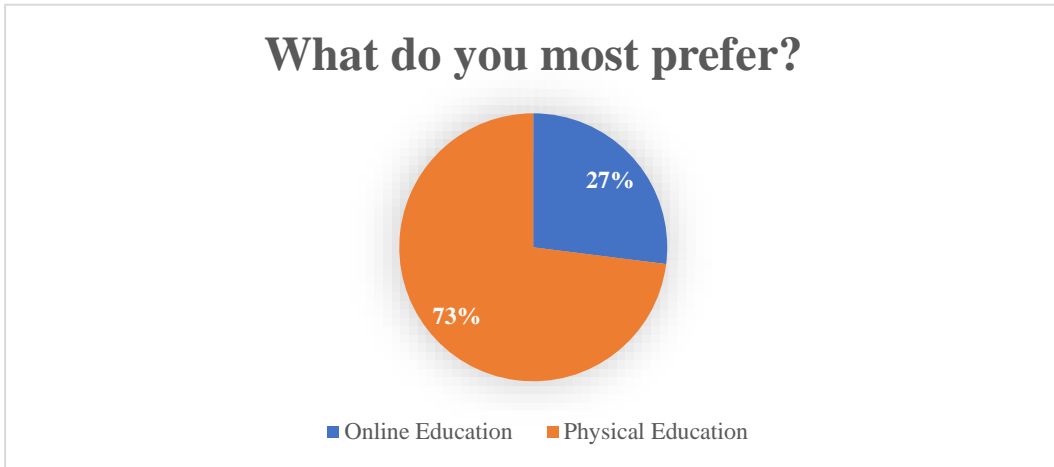


Figure 5: Analysis Results 2

61. 73% of the students have responded that physical education is the most preferring method for education and 27% of the students have responded that they prefer the online education most.

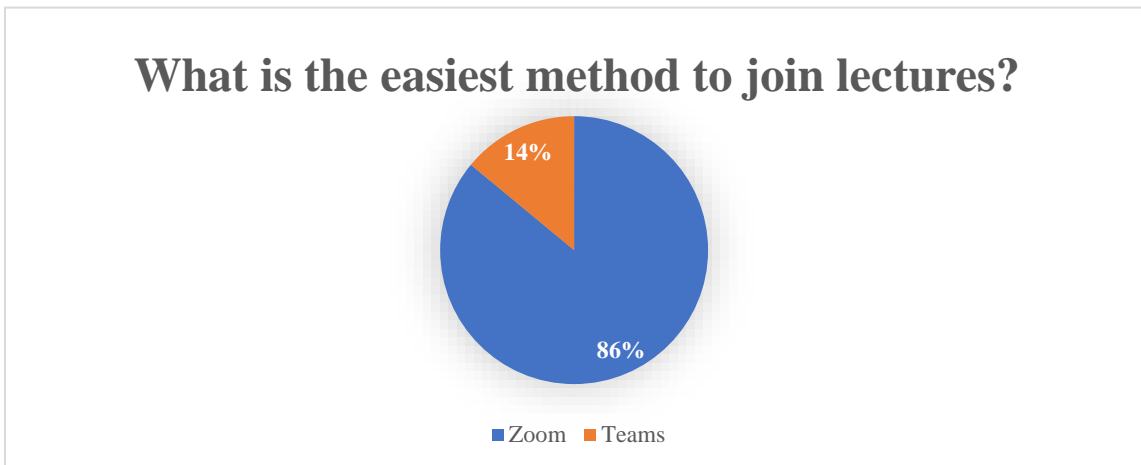


Figure 6: Analysis Results 3

62. 86% of the students prefer to use Zoom as their online platform and 14% of the students prefer to use MS Teams to join their lectures.

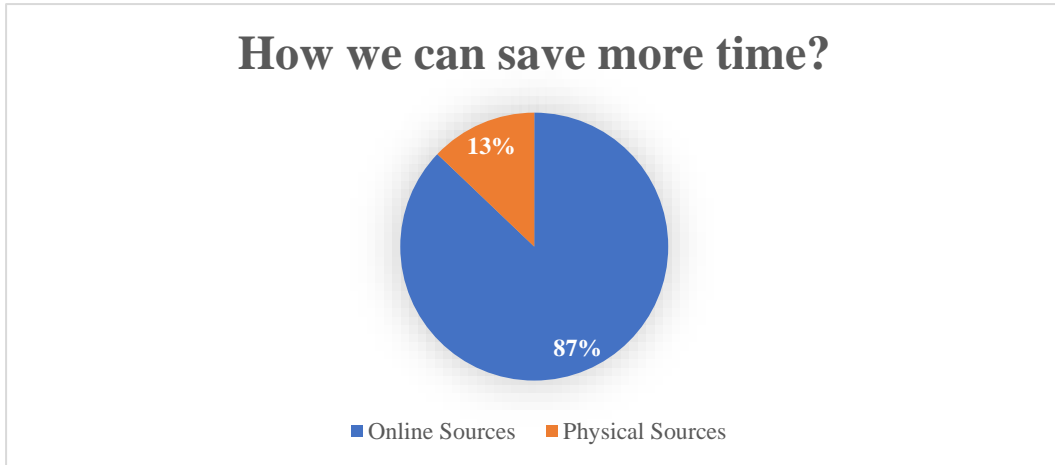
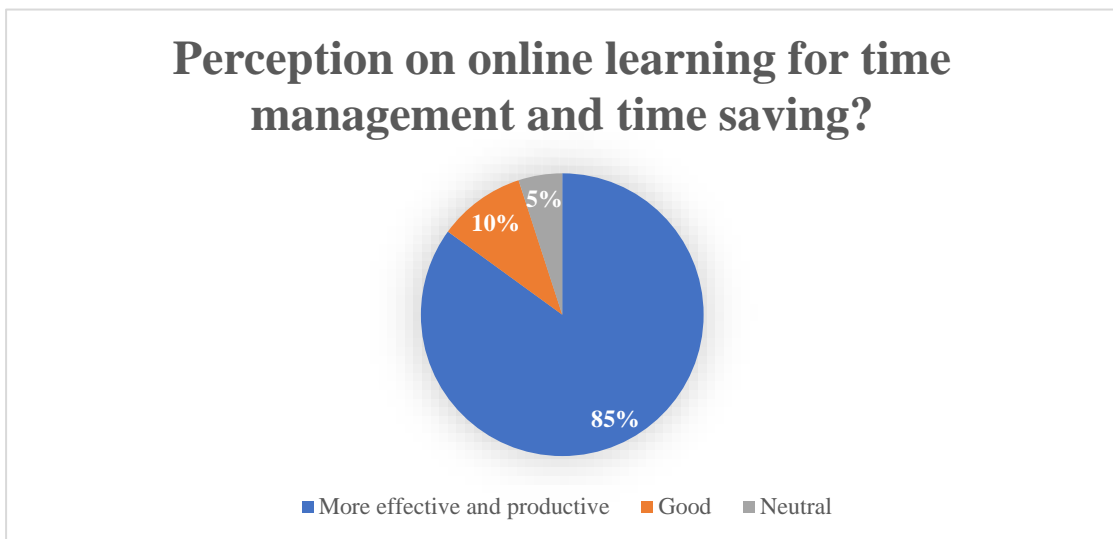


Figure 7: Analysis Results 4

63. 87% of the students prefer online sources and 13% of the students prefer physical sources. It is 87% of the students agree that online sources can save more time than physical sources.



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## **CHAPTER 5**

### **CHALLENGES AND SOLUTIONS**

#### **THE CHALLENGES OF ONLINE LEARNING**

64. There are, however, challenges to overcome. Some students without reliable internet access and/or technology struggle to participate in digital learning; this gap is seen across countries and between income brackets within countries. For example, whilst 95% of students in Switzerland, Norway, and Austria have a computer to use for their schoolwork, only 34% in Indonesia do, according to the statistical data gathered from Norway and Austria.

65. In the US, there is a significant gap between those from privileged and disadvantaged backgrounds: whilst virtually all 15-year-olds from a privileged background said they had a computer to work on, nearly 25% of those from disadvantaged backgrounds did not. While some schools and governments have been providing digital equipment to students in need, such as in New South Wales, Australia, many are still concerned that the pandemic will widen the digital divide. A few of the challenges for E-learning are highlighted below.

- a. **Adaptability.** Some students find it difficult to adapt to an online learning environment immediately after traditional classroom learning.
- b. **Technical Issues.** Many students are not well equipped with a high internet connection that is required for online learning.
- c. **Lack of computer education.** Sometimes they do not know how to log in, creating and submitting work, and communicating with teachers.

**SOLUTION - ENSURE DIGITAL EQUITY**

66. Equity is the biggest obstacle in preparing for online learning, and the first thing you should be thinking about. If your district is not 1:1 and does not have devices to send home with everyone, survey teachers and families ahead of time to figure out who will need devices and bandwidth.

67. Jenna Conan, technology integration specialist at All Saints' Episcopal School in Fort Worth, Texas, points out that most families don't have one computer per person. During a school shutdown, parents may also be working from home, meaning several people could be competing for one or two computers. Therefore, make sure all online apps work on mobile devices in case a laptop is not available.

68. For teachers or students who don't have Wi-Fi at home, districts must figure out how to buy or rent Wi-Fi hotspots and then have a plan for distributing both devices and hotspots. If you have an advance warning that a shutdown is imminent, districts can send devices and hotspots home with students before the closure. If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices and hotspots to those who cannot pick them up.

69. Keep in mind that students who have individual education plans (IEPs) need to have access to their specific accommodations during the closure, including video access to aides and logins for apps.

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**ADVANTAGES AND DISADVANTAGES OF ONLINE LEARNING DURING THE PANDEMIC**

**ADVANTAGES**

70. Advantages of online learning

a. **Efficiency.** Online learning offers teachers an efficient way to deliver lessons to students. Online learning has several tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers may be able to become more efficient educators.

b. **Accessibility of Time and Place.** Another advantage of online education is that it allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online lectures can be recorded, archived, and shared for future reference. This allows students to access the learning material at a time of their comfort. Thus, online learning offers students the accessibility of time and place in education.

c. **Affordability.** Another advantage of online learning is reduced financial costs. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, real estate. Additionally, all the course or study materials are available online, thus creating a paperless learning environment that is more affordable, while also being beneficial to the environment.

d. **Suits A Variety of Learning Styles.** every student has a different learning journey and a different learning style. Some students are visual learners, while some students prefer to learn through audio. Similarly, some students thrive in the classroom, and other students are solo learners who get

distracted by large groups. The online learning system, with its range of options and resources, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student.

e. **Improved Student Attendance.** Since online classes can be taken from home or location of choice, there are fewer chances of students missing out on lessons.

f. **Cost-effective.** Especially regarding corporate training, the cost-effectiveness of online learning is quite impressive, no more travel and accommodation expenses for trainers and employees, reusable online content, budget cuts on training materials. Especially if your company has an online training budget, online learning is the ideal training option for you.

g. **Immediate updates.** Today's online learning is better than yesterday's, and the online learning of tomorrow will be better than today. Multimedia, gamification, interactivity, constantly improved technology in general, provide a wide variety of applications and tools that not only update online learning but also, make it more effective. The best part? You know that once you update your eLearning course, your audience will have immediate access to the updated version as soon as they click a mouse button.

## **DISADVANTAGES**

71. Disadvantages of online learning

a. **Inability to Focus on Screens.** For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, the teachers must keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson.

b. **Technology Issues.** Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process.

c. **Sense Of Isolation.** Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This often results in a sense of isolation for the students. In this situation, the school must allow for other forms of communication between the students, peers, and teachers. This can include online messages, emails, and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation.

d. **Teacher Training.** Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Very often, teachers have a very basic understanding of technology. Sometimes, they don't even have the necessary resources and tools to conduct online classes. To combat this, schools need to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

e. **Manage Screen Time.** Many parents are concerned about the health hazards of having their children spend so many hours staring at a screen. This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen. A good solution to this would be to give the students plenty of breaks from the screen to refresh their mind and their body.

f. **Possible lack of control.** No matter how carefully you design your eLearning course, there is no guarantee that your messages will get across.

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You offer your learners control over their eLearning experience, and this is great, but are they going to use it effectively? There is always the risk of your learners just going through the material without paying any attention.

### **STRATEGIES THAT SHOULD IMPLEMENT**

72. We have all seen the news and are aware of the current global scenario, so we need to find effective solutions to study or work from home. Online courses are often more convenient and less expensive than traditional on-campus courses.

73. When you're at home, however, concentrating can be challenging; whether you have a charming cat that requires your attention, or you simply need to wash the dishes or do your laundry. However, here are some helpful hints for staying focused on your studies while taking classes from home or our living place.

74. The COVID-19 has resulted in the shutdown of schools all across the world. Globally, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.

75. Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay.

76. The strategies to be implemented were considered under several viewpoints and they are emphasized below.

### **AS AN INDIVIDUAL PERSON**

77. Look ahead to understand your assignment due dates.

a. Typically, students who take online courses interact with the subject matter and their assignments through a learning management system (LMS).

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Online classes at Regis, for example, take place through Moodle; other popular tools include Blackboard and Canvas.

b. Whichever LMS your courses utilize, you must spend time familiarizing yourself with the interface and with your specific assignments. Look ahead at your scheduled assignments and take particular note of your due dates so that you can better craft a realistic plan for completing all of your work.

c. “In an online class, things typically run in a modular format, where you might not have the normal structure of a face-to-face class,” says Small. “You often don’t have that physical reminder of being in the classroom that work is due. A lot is going on in an online class, and students need to organize their time.”

78. Set the time to study and work in batches.

a. At Regis, as at other universities, many students pursue their education alongside other responsibilities and obligations. Work, childcare, family obligations, internships, and the like all compete for your time and attention, making it critical that you create a schedule that allows you to meet all of those challenges.

b. “Chunking tasks, as I like to call it, gives students a way to feel accomplished,” says Small. “You feel like you’re progressing. Additionally, scheduling time specifically dedicated to studying will help you build and stay on a routine.”

79. Communicate regularly for group projects.

a. College courses often include group projects and assignments designed to be completed alongside others in your class. This fact is just as true for online courses as it is for in-person courses. But whereas in-person courses facilitate group projects by bringing groups together face-to-face, online learners must

take particular care to ensure that they are communicating effectively, says Small.

b. Whether it is via Zoom, email, phone call, instant message, shared documents, or another form of communication altogether, groups must prioritize communication if they are to avoid confusion.

80. Divide up group work early.

a. Along those lines, it's also important for groups to divide up different tasks in an appropriate way so that everyone is responsible for their fair share, and so that everyone understands exactly what they're responsible for completing.

b. "Make sure that when you're doing group projects, you look far ahead so that you can divide the workup and coordinate your efforts," says Small. "That way, if something isn't due for a few weeks, everyone can use their available time to chip away at their tasks when they can."

81. Keep in touch with your professor often.

a. Just as it's important for you to communicate with your groupmates and your classmates, it's important that you also communicate with your professor or instructor. Make the effort to touch base with your professor, whether you have questions about an assignment or just want to let them know where you're struggling.

b. "One of the keys to success is talking to your instructor," says Small. "Don't struggle with questions or concerns on your own; the professor is there to help you. A five-minute phone call with your instructor can save you days of stress. You'll feel better, you'll get clarification, and you'll be more successful."

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c. Don't think that you can only communicate when something is going wrong, though. Letting your professor know when something has gone right whether it's a lesson that you took particular value out of or appreciation for a groupmate - can go far in helping you build a relationship with your instructor.

82. Participate as much as possible

a. Whether you're taking courses online or in-person, participation is crucial to success. In addition to showing your professor that you're engaged, active participation shows that you're learning and that you're willing to put in the effort that's required to be successful. While education is often perceived by some as a passive process, participation turns it into an active process.

b. Simply put into your mind that, the more you participate as a student, the more you'll get or achieve out of your experiences.

83. Be flexible.

a. Online learning requires flexibility, for yourself as well as others in your course including your professors.

b. "Remember that your instructors had to make the switch to remote teaching in as little as a weekend, the same amount of time that it took for you to transition into online learning," says Small.

c. "Nobody planned this. By simply demonstrating empathy, being active in your course material, talking to your classmates and instructor, it's possible to recreate the community that you had on campus and make this transition as smooth as possible."



84. Treat an online course like a “real” course.
- a. When it comes to online classes, you need to have the discipline to sit down and say, “I am going to work on this,” as well as the dedication to follow through. Though you can be flexible as to when you choose to complete your work during the week, you can’t put it off indefinitely. One of the easiest ways to ensure follow-through is to remember that you are paying to take this online course, just as you would for a traditional, in-person class. You must “show up” if you’re going to get real value out of your class. Treat your online classes the same way you would a face-to-face class or, better yet, a job and you’ll be off to the right start.

### **AS A SOCIETY**

85. Ensure digital equity.
- a. Equity is the biggest obstacle in preparing for online learning, and the first thing you should be thinking about. If your district is not 1:1 and does not have devices to send home with everyone, survey teachers and families ahead of time to figure out who will need devices and bandwidth.
- b. For teachers or students who don't have Wi-Fi at home, districts must figure out how to buy or rent Wi-Fi hotspots and then have a plan for distributing both devices and hotspots. If you have an advance warning that a shutdown is imminent, districts can send devices and hotspots home with students before the closure. If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices and hotspots to those who cannot pick them up.
- c. Keep in mind that students who have individual education plans (IEPs) need to have access to their specific accommodations during the closure, including video access to aides and logins for apps.
86. Choose the right tools and stick with them.

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- a. A wide variety of technology tools, many free, are available to help. Jason Regain, EdTech consultant and teacher in Incheon, South Korea, has put together a Wake let of apps offering free upgrades during the global crisis.
- b. With so much out there, it can be tempting to try to use everything. Instead, limit the number of tools, apps, and platforms so students and their parents are not overwhelmed.
- c. It may be a little harder for students to follow classroom assignments when you are not there face to face. Some ideas from Arizona State University for helping kids focus are using different colored fonts on-screen to help learners distinguish important ideas. Try to keep online instructions short, simple, and clear. Consider making video instructions instead of text.
- d. Videoconferencing will take you and your students into each other's homes so it's important to consider privacy. Some programs let users blur your background. Dress as you would for attending school and expect students to do the same.
- e. Online learning also presents a great opportunity to review digital etiquette and embed digital citizenship into online collaboration activities.

### **AS A COUNTRY**

87. The World Bank is actively working with ministries of education in dozens of countries in support of their efforts to utilize educational technologies of all sorts to provide remote learning opportunities for students while schools are closed as a result of the COVID-19 pandemic and are in active dialogue with dozens more.

- a. For students without access to technology or connectivity, television and radio programming is supplemented with notebooks packed with learning resources that have been delivered to the homes of these students.

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- b. All internet service providers in Sri Lanka provided free internet access to university servers during the coronavirus disease (COVID-19) pandemic until 17 August 2020. This has been instrumental in promoting online learning for students in Sri Lanka. However, not all countries can start or follow this model.
  
- c. Upgrade the bandwidth of major online education service platforms, especially the capacity of the National Cloud-Platform for Educational Resources and Public Service in serving millions of visitors simultaneously.
  
- d. Identify the rural areas and low bandwidth connection areas and improve the facilities.
  
- e. Identify and support struggling students. During the current crisis, our students are struggling in many ways. Some need academic support, others, technical assistance. Many, perhaps most, need non-academic support. Many mental health needs are going unaddressed. Still, others need help in balancing their responsibilities and priorities.

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## **CHAPTER 6**

### **RECOMMENDATIONS**

#### **RECOMMENDATIONS FOR MANAGEMENT OF TIME**

88. Online learning provides a flexible time unlike traditional classrooms and it needs time and effort for better learning outcomes. One of the most valuable skills one can have as an online student is effective time management. The better you manage your time, the easier it is to achieve your goals. Everyone has the same 24 hours in a day. Therefore it's not about how much time you have, but how well you can manage it. For students who are new to online learning, mainly due to the COVID-19 pandemic, can take some time to get used to it. Therefore many students find it difficult to manage their time in the transitional process from physical mode into online learning mode.

#### **RECOMMENDATIONS TO OVERCOME CHALLENGES**

89. **Avoid Distractions.** Stay focused, avoid surfing the web excessively and avoid Facebook, Twitter, and other social media tools when you need to concentrate on your studies. It's easy to become distracted by the news or your favorite celebrity gossip site. Make sure that you set time for breaks to engage in your entertainment and focus on learning as scheduled to avoid missing live classes or sessions.

90. **Create To-Do List.** Prepare a list of activities on an everyday basis with a wider breakdown of activities for better learning outcomes.

91. **Seek Help.** Seek help from your parents, friends, and families. So that you will not miss out on learning and at the same time work will be done.

92. **Avoid Multitasking.** Completing one task at a time will make your work more effective and productive. Arrange your tasks in order of importance and concentrate on what needs to get done in the present and avoid anything too far off.

93. **Self-Motivation.** Motivate yourself to complete tasks on time. It's important to reward yourself after a job well done in order to avoid stress.

#### **INCREACEMENT OF STUDY TIME**

94. With the shifting of physical education to online education, the students can join the classes and lectures online without attending to the physical location. So, this double the time as the students do not want to waste or spare time to get ready to go to the class and also do not want to waste time along the roads and bus stands.

95. Further, as this online education double the time students can join many other classes saving the time they had previously allocated on the roads as they do not want to attend the class physically.

#### **SHORT COURSES,WEBINARS, MEETINGS AND THAT ARRANGE BY OUR UNIVERSITIES SO WE CAN EARN MORE THAN A DEGREE**

96. Online education opens the door to many other educational environments. It is as the students do not want to attend physically, the students can join many other short courses from any place without any time and space barriers. Therefore this orientation for online education will help to earn more qualifications while enhancing the knowledge we have. And also, at the end of the journey, we will be able to earn more than a degree.

#### **USE OF FACILITIES LIKE RECORDING THE LECTURE**

97. Online education may be quite boring as we have to look at the laptop screen all the time without any physical interactions and gestures. But the online education has become vital and most suitable during this pandemic situation. Therefore the recording of the lecture may help the students to listen to the session leisurely with relaxed minds and to pay more concentration in later times.

**TO ENGAGE WITH USEFUL ENTERTAINING ACTIVITIES**

98. Online education makes students more stressed than physical education as it makes the eyes more tiresome. Ut engaging in entertainment activities at short breaks while continuing the online education may help the students to refresh their minds and the tiresome eyes and minds. Students can conduct entertainment activities such as;

- a. Music sessions.
- b. Learning how to edit a video, photoshop.
- c. Exploring more what you want to step up in your life.
- d. Motivational speeches.

**TO ALLOCATE MORE TIME TO DO EXERCISES (FITNESS APPS)**

99. Engaging in physical activities also helps to improve mental wellbeing and physical wellbeing. Those fitness apps helps to do exercices in home itself without wasting time. So, this improvement will help the students to engage in a productive and well-balanced learning environment.

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**CHAPTER 7**

**CONCLUSION**

100. With the Covid-19 putting a halt on classroom learning sessions, online learning has paved a new way to retain normalcy for students and teachers. It is heartening to see that not only urban educational institutes, but the state-run schools in rural areas have also gone digital and resorted to online classes to avert academic losses. Although not every village and town in Sri Lanka is infrastructurally developed to sustain online education, it is motivating to see many rural schools and colleges adapting completely to e-learning during these times. Also, many affordable and low-bandwidth e-learning solutions are coming up with multi-lingual platforms to facilitate easy and convenient online learning classes in rural Sri Lanka.

101. In the last few years, we have observed substantial changes in rural Sri Lanka regarding education, infrastructure, and other facilities. With the continuous support from the government and innovations coming up in digital technology, online learning will be made affordable and accessible.

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## **CHAPTER 8**

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