"The Shift from Traditional Classrooms to Digital Screens during the Lockdown" the Impact and Learning Preference: An Analysis

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Abstract

In India, traditionally learning in the classrooms is commonly accepted as the main part of teaching learning in educational institutions. But the closure of educational institutions during lockdown forced them to adopt online education in. This study aims to study the influence and the changes brought in learning preferences due to online classes during lockdown. Questionnaire was prepared using Google form. Sample collected from 50 students, in that, 21 students from B.Ed. College, 14 are from Engineering College, 6 are from medical college and 9 are from different streams. Percentage analysis was done to interpret the data. The study shows that Engineering students (87.81%) are more influenced than medical (79.22%), B.Ed. (74.57%), and others (67.48%) in using online reference, study material and impacted in their learning preference and became more depended on online resources after lockdown. The study also interprets that among the 50 students, 62 % students prefer to watch you tube videos, 30% students prefer to learn using pdf. Study material and only 08% students prefer to study from hard copies/ text books.

Keywords: Classrooms, online, education, screen, learning, students etc.

Introduction

Educational institutions have switched to [1] online classes during lockdown in order to continue teaching learning as per the guidelines of the government and education boards/ universities. This shift from traditional classroom [2] to online platform was to continue engaging the learners with academic activities. Nursery to degree courses were conducted online. It was an interesting and novel experience for the learners.

Before lockdown, online studies were not encouraged by parents and teachers and strategies were used to restrict screen time. But due to the online classes during pandemic as it was the need parents bought new devices and encouraged the learners to use mobile phones, lap tops, PC, tabs etc. for learning rather than from text books to continue education.

Teachers were trained to use online platforms more effectively and efficiently to switch to online classes. Teachers conducted classes using online platforms and sent soft copy of study materials using whatsApp and telegram apps. This led the learners to depend on online classes and electronic devices for learning. Parents permitted children to use devices for more duration as it was the only way of learning, doing home-work, assignment preparations and submissions. This shift impacted the way of learning, preference of learning materials etc. increased screen time after lockdown also. Integrating technology into education provides students with an engaging learning experience, allowing them to remain more interested in the subject without being distracted [3].

Online Learning

Rationale: Post-lockdown, even after the reopening of physical schools and colleges, it is assumes that the learners sustained the influence of using online resources for better understanding. This topic is particularly significant in understanding how these changes have influenced teaching and learning. [3]The researcher observed that students continue to prefer using online references for concept clarification and learning after lockdown. This study aims to explore the impact of this rapid digital transition on students' academic performance, engagement levels, and overall learning experience and preference in learning resources. It seeks to identify students' and educators' preferences in learning strategies, which is helpful in shaping the future of educational practices. The rationale for this study lies in its relevance to current educational discourse. The online education during pandemic has acted as a catalyst for the integration of technology in education, accelerated trends that were previously used at a slower pace. The researcher wanted to study the impact of attending online classes among the learners after lockdown. So, this study will be helpful to understand the sustained impact of online classes and the preferred learning recourses during lockdown.

Aim of the Study

To study the impact and learning preferences of online classes on learners during lockdown.

Objectives

i). To study the impact of online classes on learners during lockdown on the basis of branch of study.
ii). To study the sustained learning preferences of online classes on learners during lockdown on the basis of preferred learning recourses.

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Methodology
Sample: For the present study, data was collected from 50 students who are studying different programs, 21 B.Ed. students, 14 Engineering students, 6 Medical students and 9 students from other branches.
Tool: Questionnaire was prepared by the researcher, consists of 30 statements covering key aspects related to impact and learning preference of online classes post lockdown. Questionnaire was prepared using Google form quiz and was circulated via online platforms among the target groups for the students to attempt the quiz. Survey was conducted.

Data Collection and Analysis
For data collection, questionnaire was prepared. Following steps were followed for questionnaire preparation, data collection and analysis of data,
i)   Preparation of survey questionnaires
ii) Data collection and
iii) Data interpretation.

The data was analysed using Percentage analysis. All the responses were collected in an excel sheet on the basis of objectives and visualized as charts.

Analysis and Interpretation
Data Analysis
i). To study the impact of online classes on learners during lockdown on the basis of branch of study.

Table 1: Details of impact of online classes on learners during lockdown on the basis of branch of study.

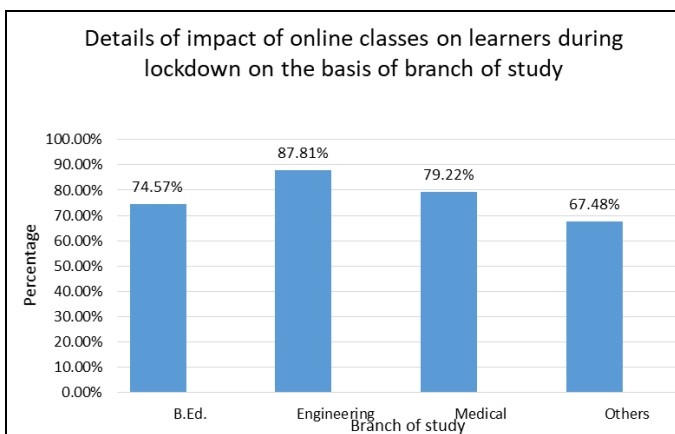| Branch of study	N	Percentage
B.Ed.	21	74.57%
Engineering	14	87.81%
Medical	6	79.22%
Others	9	67.48%

Fig 1: Details of impact of online classes on learners during lockdown on the basis of branch of study.

Interpretation
Table 1 shows that more number of B.Ed. students participated in the study than engineering, medical and other branch students. The impact of online classes on engineering students (87.81%) are the highest comparing to medical students (79.22%), B.Ed. students (74.57%) and students from other branches (67.48%). Impact of online classes on engineering students are higher and other branch students are comparatively lower.

ii). To study the sustained learning preferences of online classes on learners during lockdown on the basis of preferred learning recourses.

Table 2: Details of the sustained learning preferences of online classes on learners during lockdown on the basis of preferred learning recourses.

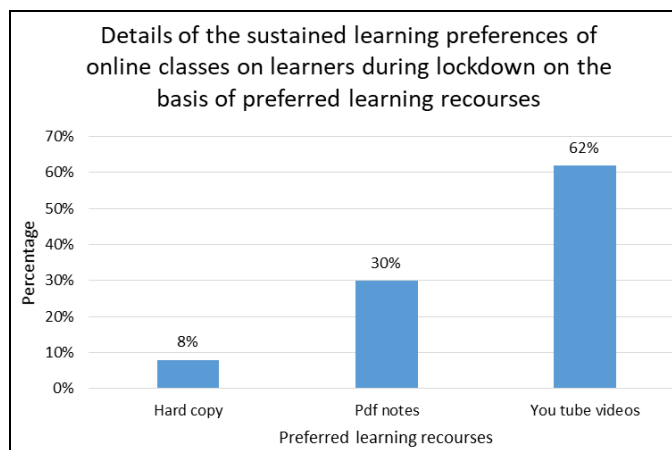| Preferred Learning Recourses	N	Percentage
Hard copy	4	08%
Pdf notes	15	30%
You tube videos	31	62%
Total	50	100%

Fig 2: Details of the sustained learning preferences of online classes on learners during lockdown on the basis of preferred learning recourses.

Interpretation
*   Table 2 shows that data collected from 50 students among them, 62% students use you-tube as preferred learning resource, 31% students use pdf as preferred learning resource and only 08% students use hard copy/ text book as preferred learning resource. It can be interpreted that more number of students use you-tube as preferred learning resource comparing to hard copy as preferred learning resource.

Findings
*   Table 1 shows that more number of B.Ed. students participated in the study than engineering, medical and other branch students. The impact of online classes on engineering students (87.81%) are the highest comparing to medical students (79.22%), B.Ed. students (74.57%) and students from other branches (67.48%). It means 87.81% engineering students prefer to study using online resources. 79.22% medical students prefer to use online materials for learning. 74.57% B.Ed. students prefer to study using online resources. 67.48% students from other branches prefer to study using online resources. Overall maximum number of students from all programs prefer to study using online resources. It can be concluded that the impact of online classes on engineering students are higher and on other branch students are lower.

It may be because that professional courses require more updated information, have difficult concepts, which are easily available online. Many educational apps are available online to simplify the concepts, explains the techniques and tips for better understanding.

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- Table 2 shows that data collected from 50 students, among them 62% students use you-tube as preferred learning resource, 31% students use pdf as preferred learning resource and only 08% student's use hard copy/ text book as preferred learning resource. It shows that maximum number of students' preferred learning resource is you-tube and pdf. Files and not the hard copy as learning resource.

It can be interpreted that more number of students use you-tube as preferred learning resource comparing to hard copy as preferred learning resource. As many educational apps are also providing expert lectures in topics, they can log-in as students to use it freely or by paying a nominal amount to have unlimited access. They get to know about different sources of references through student to student interactions.

Recommendations

These recommendations aim to bridge the gap between traditional and digital learning, ensuring a holistic and effective educational experience post-lockdown.

Principals:

- **Blended Curriculum:** As the strategy for teaching and learning changes, blended learning can be planned as part of curriculum transaction. Incorporate these expert sessions into the regular curriculum to supplement traditional teaching with advanced insights and practical examples from professionals in the field. Few online lectures can be planned to have resource person/ subject experts from different places irrespective of geographical boundaries to provide students with specialized knowledge and a global perspective.
- **Professional Development of Faculty:** Organize regular training programs for teachers to update and upgrade as per the changing needs to conduct effective use of online teaching tools and technologies.
- **Technology Infrastructure:** It is important to have upgraded digital infrastructure, computer labs having high-speed internet and accessible devices, to support both teachers and students.
- **Support Services:** Need to have support systems for students and faculty, such as technical assistance and counselling services, to facilitate a seamless transition between online and offline learning.

For Faculty

- **Professional Development:** It is Important to regularly update themselves to cope-up with the demands and changes in curriculum transaction.
- **Consultation:** Teachers can get opportunities to reach learners from different places. It also helps to have different audience and helpful to understand the diverse needs and requirements of them.
- **Positive Attitude:** It is the need to have positive attitude towards blended learning. Teachers can create online courses using LMS, Moodle etc. to satisfy the changing preferences of students. Incorporate digital platforms, online assessments, and multimedia tools to enhance engagement and understanding in traditional classes.
- **Promote Self-Learning:** It is important to have positive attitude towards upgrading themselves to handle online classes efficiently and effectively. It is helpful to learn and practice variety of strategies irrespective of traditional teaching learning.

- **Encourage Students:** Encourage students to use online resources for concept clarification and deeper exploration beyond classroom discussions.

Students

- **Interesting and Effective:** It provides novel, rich and variety of experiences to the students and make it more interesting. Instead of listening to their teachers monotonously, they get variety of learning experiences.
- **Better Learning Experiences:** Students get to learn from experts from the places where they cannot go and attend lectures.
- **Restricted Usage:** It is very important to have control over online browsing. Not to get addicted to play games or to any unwanted online traps.
- **Balanced Learning:** Develop a routine that incorporates both in-class learning and independent exploration using online tools.
- **Time Management:** It is important to have discipline in managing screen time and balancing online and offline study schedules.

Conclusion

The post-lockdown period has witnessed a paradigm shift in the learning preferences of students, with a significant inclination toward using online resources for concept clarification and self-directed learning. It explored new generation learning for the students, the integration of digital tools during the lockdown has not only enhanced accessibility to knowledge but has also transformed traditional teaching and learning methodologies.

This study highlights the enduring impact of online learning on students' academic preferences and outcomes. It emphasizes the need for a hybrid educational approach, combining the strengths of both online and offline learning environments to foster flexibility, engagement and deeper understanding.

References

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