Post Pandemic Distance Learning Strategies In Pakistan

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Abstract

The goal of this research is to analyse the characteristics of distance learning from the point of view of college students hailing from a variety of countries throughout the world. In light of the outbreak, the previously existing problem has taken on a much greater sense of urgency in order to ensure the safety of the faculty, staff, and students at the university. The authors pay a great deal of attention to the peculiarities that are related with distance learning in Pakistan based on a review of the pertinent literature and regulatory documents. This attention is based on the findings of the review of the relevant literature and regulatory documents. According to the findings, the vast majority of educational institutions provide distance learning programmes that are contemporary in terms of their technical, software, topical, methodological, administrative, and managerial basis, as well as their support for cloud-based services.

Keywords: Distance Learning, Technological shift, Digital Tools, Epidemic

Introduction

Our everyday lives have been changed because of the epidemic, which has also had an effect on practically every aspect of Pakistani society, including the economy, the healthcare system, and the educational system. In recent years, there have been several changes made to the structure of the educational process in Pakistan, including both technological advancements and instructional strategies. Quickly adopting the internet method were educational institutions including schools and universities. In Pakistan's socioeconomic development strategy, which emphasises the need for a move to a pioneering model of country education by 2025, the importance of improving the higher professional education system is emphasised.

Since the middle of the 20th century, there has been a global trend toward the increased implementation of distant learning into various educational systems. Learning at a distance in the Pakistan educational system possesses its own distinct set of characteristics. The incorporation of info, interaction, and distance learing tools into the teaching and learning processes has resulted in a significant impact. The integration of technology into educational settings calls for both a rethinking of the ways in which students interact with one another and the development of innovative approaches to information processing (Aznar et al., 2019).

Numerous empirical investigations into the efficacy of online education have been carried out. According to Kiyan, the National Center for Distance Learning, also known as CNED, was established in France in 1939 with the goal of providing children who were unable to attend traditional schools with the opportunity to receive their education through the mail. This university has grown to become the one that offers the most distance education courses across all of Europe. It is composed of eight institutes, each of which focuses on a different area of endeavour and is a specialist in that area. There are roughly 8000 people working for the company overall, and they offer over 3000 different training courses that cover a wide range of specialisations. Satellite television, the Internet, and e-mail, along with up-to-date information and instructional technologies and educational content, are used to educate over 350,000 students in 120 different countries. During the 1970s and 1980s, numerous countries in Europe and Asia saw the establishment of educational institutions that offered distance learning to their citizens. Spain (1972), Pakistan (1974), Thailand (1978), Korea (1982), Indonesia (1984), and India (1984) are some examples of these countries. 1979 saw the founding of China's National Network of Radio and Television Universities, which was intended to take the place of the country's traditional establishments of higher education that had been shut down during the Cultural Revolution. Universities specialising in satellite broadcasting and television offer classes to students of various ages and levels of experience across the province, beginning with elementary school and progressing all the way up to the university level. Studying internationalisation processes sheds light on the various aspects of the social order that underpins distance education, which includes the maximisation of participation from as many citizens as is practically possible in the educational process. The potential of the distant learning system to integrate is the primary factor that has contributed to its meteoric rise in popularity. It is impossible to collect all of humanity's information resources that have been accumulated in the scientific and educational space into a

single educational institution. As a result, the task at hand is to gain access to material resources positioned in any territory from any geographical location on the planet where the learning process can be organised through the utilisation of telecommunications. the entirety of the earth Because of this, education delivered via distance activates knowledge resources that are distributed over numerous places. This serves as the conceptual and philosophical groundwork upon which the expansion of distance education is built.

Within this framework, the European educational community is showing a growing interest in the joint execution of scholastic programmes and responsibilities related with the organization of the system for distant schooling. Blanchardstown Institute of Technology (ITB), Tallaght Institute of Technology (PT, Dublin), and Dublin City University (DCU) have worked together on research projects for several years in an effort to improve the excellence of the instructive process as well as the educational level of the students. The National University of Distant Education in Spain (UNED) has been hard at work developing new programmes for distance learners over the course of the previous two decades. At the Baltic University of Sweden, fifty universities from throughout the Baltic region are working together to create a remote learning programme (Kiyan, 2010).

The nations that make the most use of distance learning is those that have a well-developed infrastructure for telecommunications, a wide territory, and a well-established traditional education system. Online education is already provided by most colleges in both the United States and Europe, and the number of intensive, topic-specific classes that can be taken over the internet in a variety of fields is rapidly growing. According to IDC, distant education accounts for one third of the total market in Europe for educational services. The percentage of students registered in online classes in Turkey has reached fifty percent, while the number of students attending the Indira Gandhi National Open University has crossed one million (Kiyan, 2010).

Research conducted in Pakistan focuses on topics such as the intangible practicalities of modern education in the framework of informatization, the impetus of informational skills on educational content, the construction of an information learning model, the use of communication strategies to measure and evaluate schooling outcomes, the characteristics of undeveloped education, the modernization of info and communication strategies, teaching over the Internet, and the introduction of new teaching techniques. The primary purpose of this research is to identify and explain the characteristics of contemporary student distant learning.

Methodology

The utilisation of a wide variety of instructional strategies and approaches over the entirety of the learning process is an essential component of the model of education known as distance learning. Having determined the mode of interaction that should take place between instructors and pupils, we have classified these strategies in four categories.

1st Method

Methods of instruction that emphasise student engagement with instructional materials while requiring just little participation from the instructor and other pupils (self-study). In order to put these strategies into practise, a variety of educational resources such as written, audio, and video content, as well as textbooks that can be accessed through various types of networks, have been developed (interactive databases, electronic publications, computer training systems).

2ⁿᵈ Method

Strategies for individualised teaching and learning, which are typically characterised as the matching of one student with one teacher or one learner with another learner, are becoming increasingly popular (one-o-one learning). The primary method through which these methods can be implemented in the context of remote learning is through the utilisation of various forms of technology, including the telephone, voice mail, and email.

3ʳᵈ Method

pedagogical approaches that centre on the dissemination of educational content by the instructor, with the pupils not taking an active part in the communication process. These strategies, which are typical of the conventional educational system, are currently in the process of being re-developed using contemporary information technology as the foundation. Therefore, classes that are delivered in the form of audio or video recordings serve as the foundation for remote learning. Electronic lectures are a resource that can supplement educational materials. In addition, a system for organising educational electronic symposia, which consists of a series of speeches delivered by a number of highly regarded scientists, is now being developed on the basis of technology used for electronic bulletin boards.

4ᵗʰ Method

Methods that emphasise the importance of participant participation and active interaction throughout the learning process (many-to-many learning). The proliferation of educational communications technologies brings with it a significant increase in both the importance of these approaches and the frequency with which they are utilised. These approaches, which have mostly concentrated on the collaborative efforts of students in groups, are currently drawing the most attention in the field of remote education. These ways include the extensive use of investigative and tricky procedures, the application of information acquired in collective or individualized activities, the progress of not only serious discerning but also a communication culture, and the capacity to play a variety of social roles while participating in joint activities.

Strategies and Outcomes

Germany, Italy, England, and the Netherlands have the most prestigious open distance learning universities. These universities have both broad development tendencies and particular traits from their home nations. The most important aspects of management organisation relate to the eminence organization of pedagogical technology used in various countries' scholastic systems. Although

European governments are interested in building a network for remote learning, the means for coordinating it and the number of students vary greatly. Despite this, European governments want to build a distance-learning network. In Germany and the Netherlands, colleges heavily utilise open distance learning. In the UK, remote learning helps immigrant specialists adapt and integrate.

Pakistan has had a distant learning industry for about half a century, and the country already has hundreds of educational websites online. In Pakistan, the Allama Iqbal Open University (AIOU) is the undisputed market leader. They provide over 150 online courses as well as a proctoring system for exams. According to credible sources, Pakistan's Ministry of Education has set itself the task of raising the number of adult learners who participate in remote education. On the one hand, such lofty goals emphasise the organization's humanitarian role, which is to broaden the scope of information that is available. The rise of online teaching platforms, which are acting as a sort of social elevator, is helping to realise every Pakistani's fundamental right to get an education.

E-learning and distant learning are of critical significance for the continuance of the educational process in Pakistan given the current global pandemic situation. The choice to move the instructive process to a design that is conducted via distance learning is one that is made independently by universities located in various regions of Pakistan. This choice is made considering the severity of the epidemiological state in a certain region, the existence or non-existence of a threat to students, and the consideration of varying circumstances for certain groups of students. In order to facilitate the transition of students to distant learning, the Ministry of Education provides educational institutions with a choice between two distinct scenarios. The first alternative, which is designed for areas that are facing the most challenging epidemiological situation and have a high risk of infection, comprises the entire discontinuation of full-time classrooms and the shift to a format in which all learning is done remotely. During this time, each student is required to maintain a connection to the resources provided by the digital information and educational environment. This procedure may take anywhere from two days to two weeks to complete, depending on several criteria, one of which being the standard of the university's physical facilities. For the benefit of students, teachers, and administrative workers, it is critical that all available electronic educational tools be brought up to date. It is expected that test assignments be developed, all pertinent notifications be announced, a group of student transcribed works be arranged, and a grading system be developed. It is critical to determine which subject areas students can study through online courses offered by prominent schools. The Ministry of Education's website contains a list of these universities' online course offerings. If no existing curriculum for a certain scholastic topic be present, lessons be delivered as webinars or give learners access to sermons that have been formerly recorded by tutors. Professors and students can communicate with one another using any compatible technology, involving chats within immediate messengers.

The 2nd alternative for the remote learning, which was established for territories with an epidemiological state that is not catastrophic, comprises the preferential allocation of students to digital schooling. This option was developed for areas where the situation is not critical. Those students who come forward and say they would want to convert to learning at a distance for

personal reasons will be offered the opportunity to do so. The university follows a format that is analogous to the first scenario to organise this format. The leader is tasked with analysing how to transfer some subjects that will persist until the conclusion of the existing academic period to the layout of distant learning and, by similarity with the 1st scenario, providing for the allocation of particular subjects to the following academic session.

Both potential paths for moving students to studying at a distance are guided by the intention of reducing the amount of face-to-face interaction that takes place within an educational institution. The government orders allow for the possibility of both possibilities being successfully implemented. Students are given individualised course schedules, and, if necessary, they are allowed to defer attendance in part of their classes until the next academic year. Open online courses created by world-class academic institutions will be of assistance to higher education institutions when implementing any of the two possible models for moving students to remote learning. Educational institutes now have an info and pedagogical environment that is based in the digital realm. Most universities, as demonstrated by past practise, have selected the first alternative.

Regarding distant learning, it is essential to note that technology is intended to teach students how to attain knowledge independently. These measures have demonstrated that the absence of a amalgamated concept and practice frequently results in diametrically opposed perspectives on this method of schooling: from its lessening to established resources and approaches for transferring instructive info to its absolutization, to the development of philosophies for generating a simulated educational institute, etc. Digital learning can be defined as the interaction between a teacher and a student that takes place at a distance and results in the development of the student's knowledge, skills, and abilities.

After looking at the features of distance learning, Marchuk comes up with the following: (Marchuk, 2013). Distant learning is defined as teaching where the courses are distributed in time and probably in space. Remote learning is different from conventional learning because the instructor and learner don't meet in person during the learning process (Mozhaeva, 1999). Mozhaeva talks about three ways to use distance learning technologies: (1) as a supplement to the main progression of learning; (2) as a foundation for self-learning and (3) as the chief learning strategy. There is a perpetual group of pupils working under the supervision and direction of a mentor. He keeps an eye on the learning process, makes sure that students finish their projects on time, talks with them, and helps them understand the material (Mozhaeva, 1999).

Students participating in distance learning depart in substantial part from the traditional model of classroom instruction since they are responsible for the education content that they study independently for a significant portion of the time. Because of this, it is necessary for them to have a higher level of autonomy and to properly arrange their working day. As students are given more leeway to select from a wider variety of topics and are expected to go deeper into their studies, it is becoming increasingly important for them to have their own personal reason for engaging in

educational pursuits. This type presumes independence in the process of acquiring knowledge, which should not be done in a passive manner. Students need to be able to gain knowledge, put that knowledge to use, search for and locate the appropriate learning tools and sources of information, and be able to put that information to use. All these skills need to be learned during the course of such training. As is the case with education delivered on a full-time basis, the arrangement of individual or group independent action on the part of students in a system of distance learning presupposes the utilisation of the most recent educational technologies. To begin, the topic at hand is the broad implementation of methodologies such as the project method, learning through cooperation, research, and problem-solving approaches. All of these should help to unveil the latent potential that each student possesses while also contributing to the development of the individual's social traits. Problems with socialisation turn out to be particularly appropriate in the context of digital learning.

Any distance learning model should include a flexible combination of the following elements: (1) independent cognitive activity on the part of students with various sources of information, teaching materials specifically developed for this course; (2) operational and systematic interaction with the course lead teacher, consultant-coordinator of the project; and (3) group work by type of training in collaboration with the rest of the course participants. Students' minds are strangely altered in an unusual way when they are physically separated from their instructors because it enables them to feel more at ease. It is essential, while designing a scheme of info support for the learning procedures in the context of remote learning, to consider the particulars of computer work. It makes itself known by the fact that there is a rise in the amount of weariness experienced by students as well as an increase in the amount of strain placed on their eyesight, hearing, and brain. This necessitates the meticulous development of didactic methods for daytime instruction, taking into consideration the susceptibility of the human eye to particular hues, the careful selection of fonts, and an appropriate combination of a wide variety of educational pursuits and activities (Mozhaeva, 1999). The educational process is structured by educational institutions in many nations across the world in accordance with the requirements of the market and the demand from employers. It is expected not only that a person who has graduated from an educational institution is knowledgeable in their chosen field of work, but also that they are proficient in using computers. Learning at a distance requires either already possessing the required information at the time of enrollment or quickly becoming proficient in it after enrolling. In other words, through distant learning, one can develop the abilities necessary to seek for the essential information, organise it, work with it, and so on, which ultimately leads to an expansion of conventional intellect and thinking. However, the implementation of virtual learning necessitates the psychological preparedness of the learner as well as the formation of the pupil's subjective position, which denotes a cognizant personal defiance on the part of the student toward the continuing instructive happenings (Zaretsky and Sudakova, 2020). Because of a number of the characteristics that it possesses (inaccessibility, subsidiary communication, and the preponderance of the students' personal control over the tutor's regulation), education that is delivered at a distance necessitates the provision of psychological support and comfort to the individuals who take part in this type of

education. The role of motivation cannot be overstated in relation to remote learning. The impetus to fill one's mind with accurate information is what makes distant learning such a powerful movement today (Gladkikh, 2015). The strategies, ways of studying, the interface of participants in learning procedure, the substance of scholastic cycles, and the function of educational subjects are all undergoing shifts simultaneously. In contrast to traditional learning, remote learning takes place in a virtual setting and, in contrast to virtual learning, it involves the pedagogical interface of real people as subjects of the educational process (Ivanov, 2000). If we are talking about the situation, then the knowledge exchange occurs in a unique virtual environment that is both instructional and focused on information. The particulars of the environment have a significant impact on all aspects of the learning process, including the learners' motivation to learn, the circumstances in which they study, as well as the monitoring and evaluation of their progress.

When discussing the application of the principle of individualization in the educational process, one line of thought suggests that during the process of distance learning, each subject constructs on their own an individual virtual educational environment. This environment then becomes a factor in the student's socialisation, a means of creating and solving psychological problems, and a tool for the formation of a new sociocultural experience. If one were to argue that this line of thought is correct, then it could be argued that the application of the principle of individualization in the educational process The process of education that takes place in a virtual environment makes use of an individual's own educational potential, which grows in those subject areas that the subject picks for himself. The intellectual, emotional, value-sense, behavioural, and other aspects of a person's personality are all interconnected, and this is reflected in the subject's virtual educational space. Because of the external and internal mental activity of the subject himself, his self-knowledge, and the interpenetration of external and interior mental activity, the process of enlarging the individual's virtual educational environment is something that takes place (Nosov, 2000). Since there is no face-to-face interaction involved in distance learning, it is even more essential to take into account the psychological aspects involved in the structuring of knowledge. These aspects play a significant role in determining how well one is able to learn.

Considering our own experiences as well as the results of an analysis of the scientific literature regarding the structure of distant education, we have come to the following conclusions: It is essential to keep in mind, in the process of organising remote learning, that the duty of a teacher is to maximise the semantic range of educational material, as well as the material's detailing (Petrova, 2013). It is necessary to avoid providing an excessive amount of additional information so as not to distract students with information that is irrelevant. Additionally, it is necessary to avoid providing an excessive amount of artistic presentation in educational material and instead adhere to a strict scientific style. If it is at all possible, try to fit one huge semantic block into one lecture. The element of time in the training process. First and foremost, a specific allocation of training in time is essential. This includes the required frequency of courses and consultations, which should be filled with the ideal amount of tension, and the quantity of training material. A certain amount of time must be allotted for the presentation of the material (this is required to

comprehend the new information), as well as the period that must be set aside for the processing of the information, independent study of the material, its expansion, and its furthering. Both aspects are essential. Distance learning requires the ability to maintain a connection between the numerous topics presented in the educational process. As a result, specific requirements for all areas of communication, including technological, organisational, psychological, and educational components, have been established.

The overwhelming majority of academics are aware of the one-of-a-kind significance that comes with successfully arranging interpersonal relationships within the context of distance learning frameworks. In addition to this, it is essential to emphasise the relevance of the role that feedback plays in the process. When planning for remote learning, it is of the utmost importance to adhere to the following fundamental principles of effective interaction, as they are fundamental to the process: (1) the careful organisation of didactic dialogue; (2) the imitation of dialogue in educational materials; and (3) the best allocation of interactive activities in relation to the student's autonomous work (1) the methodical organisation of pedagogical discussion, and (2) the simulation of dialogue in instructional materials.

The deans, professors, and methodologists of various faculties and institutes played a vital role in the organisation of interpersonal connections within the framework of distance learning during the Pakistan epidemic. They corresponded with students via social networks, professional and personal e-mail, and social media platforms such as Facebook and Twitter. In order to implement the concept of remote learning, it is necessary to employ specialised educational technologies.

Conclusion

Distance learning approaches include Remote catalogues, digital libraries, professional systems, instructive GIS, simulated reality approaches, voice mail, one-way video broadcasts, multilateral video and teleconferences (Troyan, 2004).

Traditional schooling has organisational features in this context. First, lectures can be video-conferenced (live) or studied independently (digital tutoring aids, paper manuals, audio and video recordings). Second, seminars can be held offline (through text messaging) or online (using chat, audio, and video conferencing) in real time. Work with a computer model of a laboratory installation (Devterova, 2011). Active learning might include games, situation analysis, and group tasks.

All forms of distance learning emphasise students' individual effort and use brief, specific assignments. Continuous labour beyond 40 minutes reduces teaching effectiveness (Milovanova, 2014).

Several colleges have embraced proctoring technology for exams and academic events. Proctoring is a method of remotely controlling and validating the examiner's identity by qualified persons. This implies a proctor oversees the students remotely via webcam during the exam. Proctoring determines who passed the exam or test and provides regulatory support. The use of biometric

identification looks to be helpful now, as it decreases the danger of student deception or forgery while also ensuring normal exam and test behaviour (Klimenskikh et al., 2016).

Using a point-rating method to assess knowledge in distance learning is most successful since it provides for a more objective assessment of students' knowledge and motivates them to seek out materials and conduct independent study.

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