

informative.docx

by

Submission date: 16-Sep-2021 04:40AM (UTC-0600)

Submission ID: 1649791357

File name: informative.docx (23.99K)

Word count: 885

Character count: 5502

Should K-12 students in the United States be taught ¹in-person during the 2021-2022 school year?

Student's Name

University

Course

Professor

Date

Should K-12 students in the United States be taught ¹in-person during the 2021-2022 school year?

The coronavirus pandemic has shaken the world and the education system; however, technological advancement has paved many institutions. Similarly, the education administration is in a dilemma whether to use in-person learning in the 2021-2022 K-12 school year. COVID-19 has affected education delivery worldwide, which is not exempt in the United States K-12 schools. K-12 schools hold students from kindergarten to twelfth grade. Therefore, while in-person learning would be good in fostering socialization, online learning will also aid in reducing the spread of the virus to students. In-person learning can be used during the 2021-2022 school year in K-12 students because it fosters equality in education; studies have shown 94% of parents and women have a negative experience in online learning, and in-person increases social interaction among students. However, online learning was also adopted during the pandemic to ensure education continues since it was first implemented in 1991. It encourages varied social interactions among scholars and schools to ensure required technologies are available to improve the learning experience.

The United States should use in-person to teach K-12 students during the 2021-2022 school year. Most K-12 schools have already implemented rigorous prevention methods that will enable them to open the institutions for in-person learning. In-person learning enhances equality in the education system because all students will attend the class physically regardless of their economic status, limiting their access to computers and the internet. Every nation worldwide works to ensure all students get equal educational opportunities; however, many K-12 schools moved their learning process online with the coronavirus pandemic. Online learning requires students to have essential technical skills and equipment needed to facilitate the learning process.

Tueros (2021) emphasized that moving from traditional and in-person learning has caused an increase in inequality among students; therefore, it will be vital for all K-12 schools to address all the necessary technologies for students. The transition from in-person was abrupt, and many parents who do not have access to the internet and virtual devices will make their children not access the same learning as others. Also, parents and teachers involved in online learning stated a negative experience when used to K-12 students. The negative response of online education is observed when Tueros (2021) said that "ninety-four percent of the participants specified the problems faced online, and the experience was negative." Moreover, in-person learning increases students' social interactions, hence improving their interactions psychological and physiological needs. The K-12 students should be taught in person because physical interactions among students enhance children and youths' well-being and overall development. "Distance learning does not provide the same degree of socialization as in-person learning and results in increased education gaps" (Matter, n.d). This indicates how education will have adverse effects on socialization and children's psychological and physiological needs.

The United States should not use in-person to teach K-12 students during the 2021-2022 school year. The coronavirus disease has caused increased fear to schools and parents, and thus for a safe education to the K-12 students, proper protection methods need to be implemented. Therefore, online learning provides efficient protections to students and a continuous learning process. In-person learning was suspended during the coronavirus pandemic, and online learning was adopted to continue education. According to Barbour (2018), K-12 schools introduced distance learning early in 1991 by a private institution called Laurell Spring School. This makes it an existing practice in K-12 schools. Moreover, online learning encourages varied social interactions because intellectuals can apply the lessons outside the classroom. Therefore,

increased road trips result in more social participation, making students online education enabled the school to enhance the students' learning experience. Despite the institution providing adequate technical support, they had to customize the online pedagogy for learners in different school years. Yan et al. (2021) stated, "online learning has several challenges, but the implementation will assist in comprehending students' difficulties and enhance their experience."

In summation, although in-person learning ensures equality in education and fosters social interaction, parents have stated negative concerns about online learning. At the same time, distance learning encourages varied social interaction and personalized learning, and schools are working to improve students' experience on it because of the high flexibility the learning method offers. In-person learning can be used because it fosters equality in education; studies have shown 94% of parents and women have a negative experience in online learning, and person increases social interaction among students. However, online learning was also adopted during the pandemic to ensure education continues since it was first implemented in 1991. It encourages varied social interactions among scholars and schools to ensure required technologies are available to improve the learning experience.

References

- Barbour, M. K. (2018). The landscape of K-12 online learning: Examining what is known. In *Handbook of distance education* (pp. 521-542). Routledge.
- Matter, W. Planning for the 2021-2022 school year in the context of COVID-19 vaccination. <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents/planning-2021-2022-school-year-vaccination.html>
- Tueros, T. (2021). Addressing Digital Technologies Needed for Students in K-12 Schools.
- Yan, L., Whitelock-Wainwright, A., Guan, Q., Wen, G., Gašević, D., & Chen, G. (2021). Students' experience of online learning during the COVID-19 pandemic: A province-wide survey study. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.13102>

ORIGINALITY REPORT

2%

SIMILARITY INDEX

2%

INTERNET SOURCES

0%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1

www.fnesc.ca

Internet Source

2%

2

Submitted to Curtin University of Technology

Student Paper

1%

Exclude quotes On

Exclude bibliography On

Exclude matches < 5 words