

w_the_pandemic_affected_US_c
ollege_student_education.edited.
docx
by

Submission date: 17-Feb-2021 04:52PM (UTC+0800)

Submission ID: 1511406350

File name: w_the_pandemic_affected_US_college_student_education.edited.docx (17.94K)

Word count: 975

Character count: 5960

Effect of the Pandemic on the US Student Education

Name

Institution

Course

Instructor

Date

Effect of the Pandemic on the US Student Education

Part 1

After WHO declared COVID-19 a global pandemic, world governments had to this tide by assuming unprecedented social containment measures. The latter action necessitated momentary physical closure of learning institutions, social distancing, among others. In a bid to enable students to complete their interrupted academic year, colleges in the US created distance learning opportunities. In that regard, sundry challenges were presented by this inadvertent, speedy, and indeterminate duration of such a method.

New learning methods such as distance learning have emerged in the face of progressions in communication technology accompanying the internet, television, and mobile. This has eliminated the need for physical presence in a classroom to intermingle with the instructor and solve problems. However, in a pandemic environment, the problem with this mode of learning entailed lack of motivation to learn, inaccessibility to nonpremium internet, software and hardware in various colleges owing to social distancing, and lack of choices for the US undergraduates to establish if they preferred online course or not (Elengickal et al., 2021). Subsequently, first-time online student users had a difficult time adapting to unaccustomed technology. The pandemic equally presented a new course workload besides uncertainty about the future.

Lastly, higher learning institutions resolve to adopt distance learning during the pandemic did not work for all students. Despite their endeavour to put in place the best tools, all learners' lack of equitable access and distinct psychological attitudes exhibited about ICT utilization made it difficult for colleges in the US to replicate the physical classroom learning experience online. For instance, only students typified by apprentice satisfaction with learning, motivation

to study, and learners' sense of profound control of the erudition process preferred the interactive video-conferencing method. Nevertheless, students characterized by autonomy in the education process liked the internet-based distance education approach (Elengickal et al., 2021).

Part 2

Article Summary

The article ¹ "Attitudes affecting college students' preferences for distance learning" examines the student online teaching style preference based on the understanding that not all teaching styles work for various students across all education levels. By drawing from empirical findings, psychological factors associated with using ICT have shown that students' psychological attitudes are vital in appraising distance learning methods' operative utilization. Besides, the article presents how specific applications successfully administer "distance learning at the tertiary level". The successful integration of ICT in Education to facilitate distance learning depends on the systems' interactivity based on research. Even though all distance learning approaches eliminate students' need to travel, whatever approach educational institutions may adopt should replicate the traditional lecture hall and exhibit limited internet technology.

It is arguable to compare video conferencing to internet-based distance learning approaches and their preference among students. The compelling discussion indicates that the study established that a video conferencing system could replicate a physical presence classroom where a high level of interactivity is exhibited. This is a crucial aspect of distance learning since it helps students develop a sense of fulfilment with learning, control of the education process, and study drive. The above elements relate to learners' need for teacher-student interaction fully presented by the traditional classroom. Therefore, students characterized by apprentice

satisfaction with learning, motivation to study, and learners' sense of profound control of the education progression preferred video conferencing to internet-based learning that does not resemble a regular campus lecture. However, it is preferred by students who are after autonomy in their learning process. Thus, a recommendation that a distance learning approach schools may adopt should not be rigid towards compelling students to conform to it but should consider the interactivity aspect and the confidence level of highly competent students in its implementation.

Reflection

I find the conclusion a compelling guide for university and college authorities who aspire to inaugurate or fully transform the traditional classroom into a fully-fledged distance learning system. Based on this article's conclusion, the complexity of ICT technology used to implement a distance learning platform is the least important consideration when contemplating distance learning system implementation. However, the interactivity aspect is the standard measure of the distance learning approach's advantages and drawbacks. Thus, the educational institutions need to implement a system that considers both students' satisfaction with the learning process, promotes a sense of learning process control, offers study motivation, autonomy, and self-confidence. This proposition infers that college or university authorities should develop a distance learning model that provides a hybrid of all the above attributes in equal measures to students—for instance, using both an internet-based approach and an interactive system such as video conferencing.

The presence aspect is indeed central to a distance learning system. The conclusion underwrites that most students prefer the asynchronous teaching style based on the motive to offer gratification with the learning process, a sense of leaning process control, and study motivation. Likewise, I would prefer an interactive platform for distance learning, such as video

conferencing, since it would reduce the possibility of skipping lectures. It provides students' ability to interact with classmates and faculty. Similarly, the asynchronous class helps students keep up to date with courses besides providing structure, motivation, and accountability towards school work. All the above advantages are available for a more highly interactive distance learning delivery system, which an internet-based approach cannot provide. Thus, the conclusion offers a persuasive recommendation that mainly independent and self-confident students should only use the former course.

References

- Elengickal, J. A., Delgado, A. M., Jain, S. P., Diller, E. R., Valli, C. E., Dhillon, K. K., ... & MacArthur, R. D. (2021). Adapting Education at the Medical College of Georgia at Augusta University in Response to the COVID-19 Pandemic: the Pandemic Medicine Elective. *Medical Science Educator*, 1-8.
- Katz, Y. J. (2002). Attitudes affecting college students' preferences for distance learning. *Journal of computer assisted learning*, 18(1), 2-9.

ORIGINALITY REPORT

1 %

SIMILARITY INDEX

1 %

INTERNET SOURCES

1 %

PUBLICATIONS

0 %

STUDENT PAPERS

PRIMARY SOURCES

1

scindeks.ceon.rs

Internet Source

1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On