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ONLINE LEARNING IN THE CONTEXT OF THE COVID-19 PANDEMIC -
A NEW MODEL OF EDUCATION
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Introduction

The coronavirus pandemic has accelerated the development of online learning. Students all over the world had to study remotely during the quarantine. All face-to-face classes, including lectures, practical and even laboratory classes with virtual counterparts, were transferred to the online environment. Teachers had to organize the educational process through distance learning technologies based on various methods of delivering electronic content and available communication tools for students and teachers in the digital and educational environment. Therefore, all possible resources of universities, partner universities, external providers of content and services were used to conduct the educational process via the Internet. Many universities were able to take advantage of free online courses from leading foreign universities. The highest quality online course portals are: Coursera, EdX, Khan Academy, FutureLearn, Academic Earth, Inversity and Open Culture. Coursera is considered to be one of the most popular online educational platforms in the world. It now has over 15 million users and provides access to 1,500 courses.

Universities have developed IT infrastructure, acceptable for their level of development, scenarios for the implementation of distance learning, taking into account available external resources, and requirements for the formats of the educational process. Thus, each university has obtained its own set of tools and scenarios for organizing learning in an online environment. At the same time, along with the obvious challenges and problems, the new teaching format provided a wide range of opportunities and prospects for changing and improving educational systems.

6.1. The meaning of the concept “online learning”

The application of the online system in the educational process by higher education institutions is especially relevant during a pandemic and a quarantine. The changes that are taking place today attract more and more attention to the content and organization of the educational process, the means of using digital technologies, social and psychological features of interpersonal relationships: teacher-student, student-student. Successful organization of online learning of students is its technical and technological support [1].

Online learning is a mode in which the entire educational process is based on a specific online platform: lessons and assignments, tests and assessments, communication between a teacher and students. These can be services for higher and secondary education, courses, workshops. The methods, the classes are structured on, can be both traditional and completely customized [2]. All technical possibilities are



used: video tutorials, animation, VR.

Let's consider the general types of online learning.

Lectures and video courses. Public lectures from the best universities in the world are available online today on the basis of entire courses. These are lectures by professors in several disciplines that millions of people are free to attend. Massachusetts Institute of Technology suggests a free download of all of its courses in English, including published lecture notes, exam papers, and homework for students [3]. Many of the lectures are presented at the Institute's website as video recordings. Harvard, Princeton, Yale, Stanford, California universities openly post video lectures for everyone at their websites.

Seminars and online courses. The peculiarity of the “seminar” mode is the possibility of practical training sessions when students can discuss the material of the report or a lecture themselves and with the teacher. Students directly participate in the discussion, make presentations themselves or with the teacher as the coordinator. The topic is set in advance, the students prepare, and then the workshop starts. Seminars and online courses are closely related. Their goal is to develop professional discussion skills and consolidate the material. Webinars are also called web conferences. They are online meetings of students and teachers in real-time with presentations, work with documents, videos, images and other materials. Moreover, each of the participants is at his workplace at the computer, just sitting in front of the webcam [4]. A narrower type of web conference is a webinar when there is one presenter, and the feedback is often limited to the exchange of messages through the chat window. An example of a service for holding a web conference is Google Hangouts where everyone can arrange their own conference. It is enough to have an account and a webcam. Opportunities for seminars and entire online courses are very wide today and used for distance learning.

Online training is another type of online learning. The purpose of online training is the acquisition of new knowledge by a person and the development of practical skills in any area of activity or obtaining communication skills in typical work situations. There is enough workspace using a computer and Internet access to participate in the training. Online trainings are also used at the universities as an addition to part-time or full-time learning. Online trainings are especially popular in corporate training systems because they allow reducing the cost of staff training [5].

Nowadays online learning is considered as part of distance learning where students and teachers are at a distance, and communication is achieved through the Internet. However, online learning can be both distance and blended learning. It is no coincidence in the fact that the vast majority of educational institutions have announced plans to implement Blended Learning when classic face-to-face classes are supplemented by work at an online platform. The market for online learning is very diverse – there are mass open online courses (Coursera, EdX, Udacity, Udemy), educational platforms of general profile (Nearpod, Kahoot, Quizlet, Prezi, Padlet), educational mobile applications (MobileApp) and training computers games (Tinybop, ABCya, Ozobot, Puzzlets), tools for video conferencing, virtual classes with teachers. The representatives of the global educational platform Udemy state that the classes via video conferencing in Zoom are among the most popular.



We can distinguish three components of blended learning technology: face-to-face learning - classes in the traditional mode; self-study - search for information via the Internet; online learning - interaction of students with each other and with the teacher through information technology, such as Skype conferences, e-mail, etc. [6].

Nowadays, blended learning is implemented online, through synchronous and asynchronous sessions. Synchronous and asynchronous e-learning is an online learning environment where students are actively involved in their own training and where learning activities and expectations are similar to those found in a traditional classroom. Synchronous learning is online or distance learning that takes place in real time. Students can ask questions and receive instant answers from their classmates or teachers thanks to synchronous learning.

Lectures, practical classes, etc., take place at a certain time determined by the schedule. Asynchronous learning, unlike synchronous learning, takes place through online channels without real-time interaction. Thanks to asynchronous learning, students have much more time to comprehend the material they are studying which means that they are more likely to understand it more carefully. During asynchronous learning, the lecture can be conducted offline.

Current trends in the development of the education system have led to the fact that in recent years there has been an intensive process of updating the content of learning, the transition from unitary to variable education. The teacher faces the problem of choosing pedagogical concepts, technologies and methods. To solve this problem it is necessary to find such mechanisms that would help teachers learn the new content of education, new methods and types of educational work [7].

6.2. Pedagogical model of online learning course: advantages and effectiveness

Universities are completing their curricula with online tools and are satisfied with the results. The educational system has evolved into a huge industry with hundreds of different approaches and methods. Full-time practical sessions were replaced by online sessions with the help of well-known distance learning programs: Webex, Adobe Connect, Elluminate, Zoom, Google Meet, Skype, and – the students have the same assignments in a digital mode instead of written home tasks.

Studies in educational technology prove the fact that online learning is based on a carefully structured and planned learning process. Barbara Means, Marianne Bakia and Robert Murphy proposed the main parameters that must be considered when creating a course, with alternative options for implementing online learning:

- learning model (exclusively e-learning, blended learning with a different ratio of face-to-face and online modes, e-learning with the inclusion of webinars);
- the rate of mastering (learning at any convenient rate, the rate of mastering set by the teacher, the set rate of mastering with the ability to complete part of the course at an arbitrary rate);
- pedagogical technology (explanatory course, practice-oriented course, research course, course for organizing joint collective activities);



- the purpose of the assessment in the course (determining the student's readiness for a new material, organizing adaptive learning, diagnosing the achieved learning results, cumulative assessment system, identifying students with low progress);
- the role of the teacher (active interaction with students online, little online presence, absence of a teacher in the online environment);
- the role of the student (he reads and listens; solves problems and answers questions, active experimentation through simulators and other tools, interaction with other students);
- synchronization of interaction (only asynchronous, only synchronous, mixed interaction mode);
- feedback (automated system feedback, feedback from the teacher or from other students) [8].

The introduction of blended learning technology during the pandemic has already proven its effectiveness in the study of various disciplines based on effective pedagogical methods and techniques, as well as specially designed exercises, learning tasks, social and psychological trainings with a skilful combination of distance education.

Considering online exams, the most important thing for a university is to transfer the content of the exam to the online mode. It means that changes are needed to be related to the tasks themselves with the adaptation of the content of the tasks and the mode of the answers, with a change in the conditions under which students solve certain tasks. When using a distant mode, it is better to give assignments that don't require from the student only knowledge, but the ability to apply it for a specific task quickly. It is easier to take exams online with proctoring the development of e-learning.

Proctoring is a control procedure at an online exam or testing where the whole process is supervised by an administrator – a proctor. He monitors the actions of the student using a webcam and watches what is going on his computer monitor. This technology allows you to confirm the identity of the candidate, assess his knowledge, exclude crib notes and other tricks on the exam. Proctoring was used in America in 2008. The company ProctorU, which created this system, used proctoring to monitor the exam remotely. Then the students were monitored by the administrator through a webcam and independently recorded all violations. Since then technologies have gone ahead. A lot of things have been automated and proctoring has begun to be conducted in 3 ways: a human proctor - the administrator monitors the exam through a webcam and records violations manually; auto-proctoring - the program independently verifies the student's personality, monitors his behaviour, direction of glance, analyzes sounds in the room, fixes violations on video and prepares reports; person and program - a combined option [9].

The teacher's use of various electronic educational resources, which are an integral part of online education, contributes to the formation of motivation and readiness for learning. The use of information technologies in various modes of organizing the educational process contributes to the creation of a comfortable educational environment and enables students to plan and organize their activities



independently. Experiments conducted by American psychologists have shown that a shift in focus from behavioural regulation and academic success of students to how students plan their educational process and how they are able to assess their achievements and results independently leads to the fact that a larger percentage of students cope with the task successfully and get involved in the process. As a result, fewer outsiders remain [10].

Another advantage of e-learning is the reduction of time for the transfer of knowledge and skills from the learning process to real life. The student has the opportunity to gain not only knowledge but also the experience of applying something new on simulated, but still realistic and clear examples if learning is properly planned and based on pedagogical theories and concepts [11].

Correctly selected course materials, based on the goals and objectives of learning and the characteristics of the educational process in the online environment, will provide students with an educational result and positive feedback for the teacher.

Nowadays, when science and technology are developing more rapidly than ever, the question of how rational it is to create new textbooks and manuals arises - every year they are becoming outdated faster and faster. Therefore, educational literature is increasingly being transferred to the online mode, and courses or tutorials (a tutorial is a technique for creating individual training programs aimed at collective learning of students, aimed at developing their communication skills and reflection) by professional practitioners can be updated much more often, and it means that the information will remain relevant for much longer.

Online education during quarantine has shown that the future has come and schools and universities have moved to virtual learning. However, after months of virtual learning, students and teachers are increasingly saying that it is necessary to return to traditional methods or blended learning. In addition, it is necessary to get a theoretical basis and practical skills, and learn from professionals through live communication during online learning.

6.3. Prospects for the development of online learning in Ukraine

The education system around the world was stressed by quarantine. Teachers, students and their parents experienced stress in online learning mode. Since the universities were not ready for full-time distance learning, the transition took place in an emergency mode. Teachers have never spent so much effort finding effective distance learning models, but circumstances have made teachers to invest their creative and professional potential in online learning.

Distance learning is the only way out to meet the challenges faced by university teachers in a pandemic. In general, it is necessary to have strong motivation and self-organization for distance learning, because, as you know, distance learning is, above all, self-education, i.e. the student's ability to work independently. Some students think it is an advantage, and the others, on the contrary, consider it as a disadvantage - everything depends on the person and his character [12].

The online learning industry in the world has become one of the fastest-growing



and most promising ones. It became clear that it would develop rapidly. In Ukraine, despite the fact that they started using the online mode a long time ago, in general, the online education market is still in its formation stage. One of the first forms of manifestation of such education was online courses for studying foreign languages. At the moment, there are very few educational systems. Even the most high-quality ones have sufficient technical support to make a quick transition to online learning.

The World Bank recommends a single portal to be used to host all programs, applications, platforms and materials needed for teaching, as well as user guides for students and teachers [13]. Thus, it is possible to bring education to a qualitatively new level: only the best teachers and universities of our country can compete with the lecturers of world universities. It is necessary to establish international cooperation for the exchange of educational online resources for the further development of online learning. E.g. it is possible to use free podcasts and applications, such resources as Project Gutenberg (gutenberg.org), Open Library (openlibrary.org), etc., join professional online communities [14]. During a pandemic, in order to transfer educational institutions to an online mode, our country had to create an infrastructure for organizing the process. It, as well as the acquired experience of distance work, will continue after the end of the epidemic, which will lead to an increase in the share of online education. It will also contribute to the spread of the principle of continuous improvement of their knowledge and skills.

Online learning will allow education to go beyond university walls, and knowledge will become available to more people. Short online courses will be able to be useful for students with complex specialities at the stage of selection, and mobile solutions will make it easier to integrate into the educational environment due to the ability to be engaged in learning at any time. An artificial intelligence will be able to create individual training programs at a more advanced level, adjusting to the personal characteristics of the student, so that he ultimately achieves the best result.

Ukraine has its own online education platform Prometheus, which hosts not only domestic courses but also the translation of the best foreign programs. Prometheus is the closest to Coursera and EdX. Here long-term academic courses of universities in the world and Ukraine are collected. There are their own deadlines, types of control, and it is also possible to obtain a certificate on completion of the course. Another Ukrainian educational online platform is Eduget. The site has about 40,000 monthly users, and its content ranges from preparation courses for external testing to hands-on professional development courses. Thus, you can find lectures and classes on marketing, IT, English, management and other subjects from practising teachers on Eduget. Perhaps, Ukraine will follow the example of the world-leading universities, which have announced plans to introduce blended learning.

Modern world dictates its conditions to us. We get used to adapting and changing modes of learning. It is important to focus on recipient audiences: the behaviour of students in the process of understanding information, the choice of materials and channels of information, assessment, expectations and tasks for knowledge formation [15]. Obviously, the future education is connected with the introduction of new technologies and services that allow learning online without losing quality.



Conclusion

Higher educational institutions and the entire education system as a whole, have passed a serious test on the effectiveness of their work. Online learning will not completely replace classical full-time education. The coronavirus pandemic has shown the possible effectiveness of digital part of the training which will make learning more flexible, personalized and improved in the future. The transition to online learning helped universities, teachers, students and authorities to see new opportunities and gain a new positive experience.