

Movement from Classroom to Webroom.

An Analysis of Students' E-Learning Readiness and Initiatives Taken to Prepare the Learners for the Migration

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Abstract - Covid'19 has moved teaching learning from classrooms to webrooms, from brick and mortar campuses into virtual spaces. This pedagogical shift in methodology while not altogether new, is now becoming imperative and will dominate course delivery choices. Facilitators cutting across universities and school boards are being trained to deliver e content. The query that arises is whether our learners are ready for this transition.

For any tectonic shift in practices to be effective in the long term, all stakeholders have to come on board. Structured questionnaires through Google forms sought to measure the readiness of the learning community at Nagindas Khandwala College, Mumbai, to transfer to new avatars of knowledge acquisition and ascertain areas of concern.

Recommendations include the usage of smart phones as hardware platform for virtual classrooms and a bottom up change management approach to partner with the stakeholder learners and engage with parent-guardians during the course of the transition.

Keywords: Webrooms, Brick and Mortar classrooms, E-content, Bottom up change management approach.

1 INTRODUCTION

Covid'19 has thrown us many challenges. A tectonic shift in Teaching-Learning practices is one of them. While most webinars and colleges are focused on preparing facilitators to adapt to electronic mode of pedagogy and rightly so, an equal if not more emphasis on learner readiness to move into these platforms is needed.

Since March 16, 2020, Indian universities have been on lockdown mode in deference to the University Grants Commission notification regarding the precautions to be taken for the safety of students, faculty members and the staff of educational institutions. Work from home has become a standard operating feature since then. In its April 2020 general guidelines, the UGC has advised affiliated universities to offer at least 25% of the syllabi in digital format and to prepare the teaching fraternity accordingly [1]. For any change to be effectively implemented all

stakeholders must be involved. While all colleges under their university umbrellas are offering online training to teaching faculty the same may not be true with learners. The younger generation is surely tech savvy and may use mobile phones for entertainment purposes. Still, orienting them to e-learning will be required. It becomes imperative that learners and the decision makers in their homes are prepared for this new method of education and assessment.

2 PURPOSE

Objective of this study is therefore to ascertain the learner willingness to adopt e learning platforms. An attempt has been made to understand the economic compulsions of students, technology support available to them and the readiness to upgrade and then tailor recommendations accordingly. The research has included the initiatives taken to handhold the mentees as the pedagogical transformation takes shape.

3 LITERATURE SURVEY

Park, S. Y. (2009) [2], conducted a research on 628 learners of different South Korean universities and their learning attitude to all chronic e-learning methods. The study concludes that the willingness to employ such pedagogical methods will depend on the user's self-belief whether the user is convinced in his mind that he is equipped to successfully navigate through the new pedagogy. Parks calls

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