


Creating the Intelligent Learning Space: Implementation of Education 4:0 for Remote Teaching During the COVID-19 Pandemic

Sana Moid

 <https://orcid.org/0000-0003-4768-6508>
Amity University, Lucknow, India

EXECUTIVE SUMMARY

The COVID-19 pandemic has shaken the roots of every economy and completely transformed the way every industry functions including the education sector. The education sector completely adopted the remote teaching concept thereby connecting educators and students through technology. The present study aims at understanding that how Education 4.0 has helped in creating an intelligent learning space aligned with disruptive technologies for developing and enhancing education with learners at the center and further how this has facilitated remote teaching during the COVID-19 pandemic. For the purpose of study, secondary sources of data including research papers and news articles based on the similar themes were referred. Education 4.0 has completely transformed the way the education sector functions by putting the learner at the center and making the entire process student-centric where the learner will decide what they want to study rather than putting a predefined syllabus in front of them. The intelligent learning space is created through the application of emerging technologies.

1.1 INTRODUCTION

The remarkable difference of Education 4.0 with the rest of the revolutions from Education 1.0 to Education 3.0 is that in the previous versions, even though several transformations took place including introducing the University culture, a standard curriculum for imparting knowledge, knowledge dissemination from one to many, imparting like skills and employability etc. but in all these transformations one thing was common and that is none of the versions kept the learner at the center. Education 4.0 overcame this drawback by making the entire system as learner centric and flexible according to what skill they want to acquire, how they want skills to be imparted, when they want to join a particular and when they want to complete it. All this in conjunction with implementation of emerging technologies like Artificial Intelligence, Data Analytics, Mobile Learning, Block chain, Virtual reality etc. made it possible to customize not just the knowledge dissemination part but assessment as well as per the learners' capabilities.

The Covid-19 Pandemic forced all the levels of education to transform their working model from traditional to remote learning which has been given the term emergency remote teaching. Before the outbreak of Covid-19, the edtech Industry has witnessed a high growth potential with the investments in the same reaching a height of US \$ 18.66 billion in 2019 with a projection for online education to reach \$ 350 Billion by 2025. There has been a significant increase in different tech enables apps like language apps, virtual tutoring, video conferencing tools like Microsoft teams, Zoom, Google meet, Google classroom etc. or online learning softwares. (Li. et al 2020)

The current system of education comes from the Prussian system which was designed to create good employees and obedient soldiers, who blindly follow orders and always need to be instructed. This system was not designed to teach students to follow orders and not to think.(Schrager 2018)

We are in transition; the learner is at the epicenter of a futuristic learning ecosystem. It is expected that "Education 4.0" is likely to require paradigm shift in:

- Demand-led instead of supply-led education which means that education should be as per what students want and their requirements rather than following a set established pattern.
- Competency-based instead of knowledge-based which requires that education should be such that matches the competence of students and should be customized as per that.
- Incorporate disruptive technologies & skill-sets which requires focus of education to be skill based rather than a normal standardized pattern.

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/creating-the-intelligent-learning-space/289191

Related Content

Automatic Music Timbre Indexing

Xin Zhang (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 128-132).

www.irma-international.org/chapter/automatic-music-timbre-indexing/10809

Feature Selection

Damien François (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 878-882).

www.irma-international.org/chapter/feature-selection/10923

Proximity-Graph-Based Tools for DNA Clustering

Imad Khoury, Godfried Toussaint, Antonio Ciampiani Isadora Antoniano (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1623-1631).

www.irma-international.org/chapter/proximity-graph-based-tools-dna/11036

Data Warehousing for Association Mining

Yuefeng Li (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 592-597).

www.irma-international.org/chapter/data-warehousing-association-mining/10881

Soft Subspace Clustering for High-Dimensional Data

Liping Jing, Michael K. Ngand Joshua Zhexue Huang (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1810-1814).

www.irma-international.org/chapter/soft-subspace-clustering-high-dimensional/11064