

Chapter 1

Approaches to E-Learning Pedagogy

Vasantha Reena Williams

 <https://orcid.org/0000-0002-0349-4646>

Vidya Vikas Institute of Engineering and Technology, Visveswaraya Technological University, India

ABSTRACT

The advent of Industry 4.0, bringing in technological innovations, is taking the teaching-learning process to the level of e-teaching and e-learning. Post pandemic, it is observed that students are getting disconnected from the chalk and talk method and being drawn to other sources of learning (YouTube) for their education requirements. The humongous information available on the internet is drawing attention of learners. The current lecture-based education does not ensure sufficient student engagement and is seemingly a one-way process. Syllabus being pre-defined, teaching gets disconnected from real-life problems. The focus requires creating an effective epedagogy. Educationists, universities, and governments across the globe are primarily focusing on the sector as the elearning market, which was \$165.36 billion in 2014 and is forecast to grow to \$3255 billion by 2025, according to statistics from Forbes. This chapter attempts to analyse approaches to elearning pedagogy through various literature.

INTRODUCTION

Academicians and educationists, the world over have and are, constantly working on enhancing the teaching-learning experience between teacher and student. There is an ongoing pursuit to ensure an effective dissemination of learning which we might

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mention as ever evolving though the ages. The focus is on, outcome-based teaching and learning activity, with the objective of providing holistic education. In the words of Nelson Mandela, *Education is the most powerful weapon which you can use to change the world.* These words are very pertinent. Therefore, we may affirm that education is an important global activity requiring immense prominence, by every university and government across the globe.

Over time, there have been several pedagogies prescribed and several new pedagogies being suggested / adopted for teaching. Though we differ by culture, nationality and language, yet the manner and approach towards education, teaching and learning are somewhere interlinked. This can be observed by the methodology in teaching being adopted across institutions and universities, worldwide.

After the pandemic struck, there has been a seemingly new normal in the teaching-learning process, what we identify as, ‘blended learning’. Here, the method of teaching and learning includes delivering lectures through the traditional method using chalk and talk, along with the usage of relevant software applications like Zoom, GoToMeeting, Google Meet, Microsoft Teams or Cisco WebEx etc., wherever necessary. In some instances, the blended method is giving way to E-learning, where teaching-learning involves usage of technology and creation of a virtual classroom, for the purpose.

A general discussion among the teaching fraternity on their view concerning the blended and E-learning methodology brings out a shared judgement about the pros and cons. The usage of software apps, which were in existence even before the pandemic struck, did come as a blessing in disguise to the teaching fraternity during the time. It helped in ensuring that teaching and learning continued, despite the lockdown, amidst the pandemic. Infact, it gave a whole new dimension toward the process of teaching and learning. Presently, webinars have become a common prospect which has enabled people from across the world, to attend lectures and workshops without facing time, travel, place and financial constraints. It would not be wrong to mention that the world has become a smaller place, with provision for learning and enhancing knowledge becoming much simpler, effective and easier.

While the positive aspect of online learning gives a sunny picture of an advanced and practical method of teaching and learning, the flip side too needs attention. Online or E-learning is becoming a challenge for teachers to understand the level of cognisance among the students in the virtual mode. Practical observation reveals that it is very easy for students to get distracted while in the virtual mode. Since the students are not under direct control, it becomes arduous for a teacher to draw and retain the attention of all students in the class.

The objective of this chapter is to analyse the approach to pedagogy over time, focusing on benefits and challenges of E-pedagogy in the teaching and learning process.

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