Virtual Classroom: Learning Beyond Four Walls of Classroom

Dr. Om Prakash Yadav
Assistant Professor
Department Of Education
Shri Lal Bahadur Shastri Degree College,
Gonda Uttar Pradesh -India
Mail: opy1981@gmail.com

Abstract:

Virtual classroom has brought education system under umbrella by delimiting the geographical, cultural, social and demographic boundaries. In context to same, the author in this book chapters the researcher intended to explore the relevance of virtual classroom in the field of teaching and learning. After collecting the secondary data the author found that virtual classroom is having immense value in the India education system. It cannot be nullified from the existing education system. It goes behind the learner for educating them at door steps. The accessibility, usability, credibility, learner centred approach are new innovation carried out in education system by means of virtual classroom. Consequently, on the one hand we appreciate the role of virtual classroom in the domain of education but on the other hand we cannot deny the significance of classical classroom teaching. No any mechanism of the world has competence to replace the virtual classroom. However, by using blended approach of learning it can give the strength to existing education system. The author can conclude that virtual classroom and classical classroom are the two sides of the same coin.

Key words: Virtual Classroom, Teaching and Learning Process, Role of Virtual Classroom.

Introduction: Present age is the age of Information Communication Technology (ICT) where each and every corner of our life is being influenced and revolutionized by it. Thus, due to tremendous innovations in the field of technology, the present era can be called as the age of technology. The most profound change in the recent decades in the whole world has been seen due to the advancement of science and technology. While looking on current rampant advancement in information and communication technology in modern society, it is no ex-aggregation to call present generation as digital generation. Information and Communication Technology (ICT) has proved catalyst for change, especially change in work culture, handling and exchanging information, teaching learning approaches, business management, information system etc. In nutshell Information Communication Technology (ICT) has affected each and every sphere of life as well as each and every stakeholder of the society. The transformation of world from pin pigeon communication to digital era has given practical shape to unbelievable things. Thus, Information Communication Technology (ICT) has revolutionized the entire array in which people live and work. It has changed all aspects of human life and lifestyle. The digital revolution has provided the ability to process any kinds of information with more precision, accuracy by manipulating and simulating. These capabilities are bringing into being a whole world within and around the physical world. Computers and communications are becoming integral parts of our lives. Due to information and communication technology classically dislocated world has entered into a virtual village.

Indeed, information and communication technology has brought the massive alteration in entire education system. However, the most contribution of information and communication technology has been seen in the domain of education. For instance it is information and communication technology that has converted the classical classroom into virtual classroom. Virtual classroom indicates the web based environment that allow us to participate for the sake of teaching and learning without the need of travel. The virtual classroom is characterised with the number of features like; providing flexibility, shaping democratic environment and receiving and suggesting feedback, maintaining transparent evaluation subsystem, delimiting the geographical boundaries. The principle of equality of educational opportunities has been seen in virtual classroom. In traditional classroom we observe that the learners have to go behind the process of learning. However, in the virtual classroom, it is learning that fallows the path of learner. In Indian education system, the problem of infrastructure has remains the matter of concern since decades. It is virtual classroom that can reduce the burden of infrastructure on Indian economy. Virtual classroom allows the unlimited learners to receive education having the wide gap of physical distance. The size of the classroom has no any kind of problem in virtual classrooms. Apart from this, virtual classroom provides an unlimited opportunity for the teachers well as learners to proceed forward as per their own competence. The democratic

feedback system has brought more effectiveness in the virtual classroom. The problem of individual difference can be traced out by taking assistance of electro-mechanical equipment's. Thus, virtual classroom is having unlimited competence too fulfil that what we miss in the classical classroom. The democratic discipline has remained dream in the classical classroom. However, the free discipline is the backbone of virtual classroom. Infact, the virtual classroom has fulfilled the aspiration of millions of differently abled learners. The long pending problems of differently abled learners have been eradicated in virtual classroom. Besides, the usage of electronic gadgets has nullified the improvements of differently abled children. Thus, the objectives of inclusive education and well as integrated education have been largely practised in the domain of virtual classroom.

Rationale of the study: Virtual classroom means a classroom where every student learns online using technology and the internet. A virtual classroom provides a digitally-enhanced learning environment for students. Students and working professionals can learn from online lectures without making any changes to their schedules. In a virtual classroom, participants communicate via voice or video conferencing, using the same interface. A few years ago, it was hard to imagine a working professional being a part-time student. But with the beginning of virtual classes, students now follow online distance learning and virtual learning (Bower, M., and Richards, D. 2005). Virtual classroom fosters the psychological capital of the learner. Hence, the stress of classical, classroom can be reduced to great extent. Learners can study by sitting at their desks or their favorite coffee shops or while travelling. The best part of the virtual class is learners can meet their mentors and can clarify their doubts by using virtual meeting tools entrenched in the virtual classroom applications. The fundamental; focus of virtual classroom delivers an online learning environment with human interaction, a vital element in classroom teaching, which is a protruding characteristic that is majorly lacking in video classes. In a virtual class, you will find teachers interacting with students in real-time and peers communicating and discussing topics via chat or voice. Another significant advantage of virtual learning is the scalability and the ability to accommodate many students without any difficulty. In consonance to same, Cobb, T., (2020) stated that virtual classroom has fostered the intellectual potentialities of the learners by giving them global access. According to Khan, K. (2018) the model of virtual classroom is having below mentioned features:
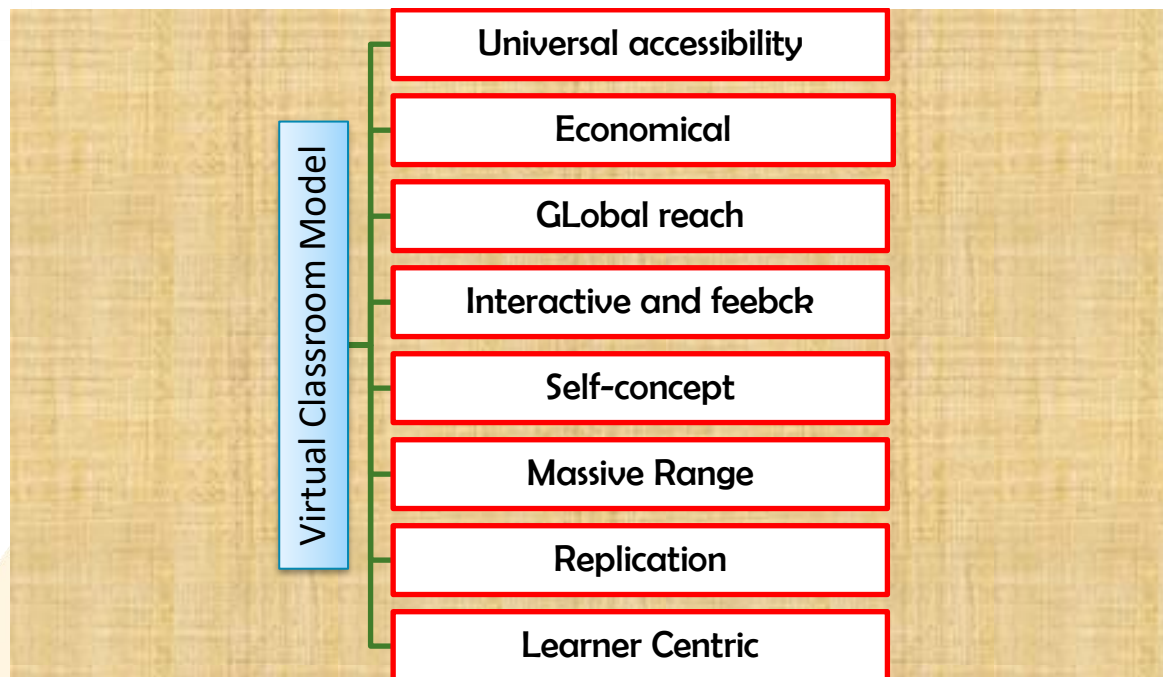
Fig. 1.1: Model of virtual classroom

- ❖ **Universal accessibility:** Learners can access the content virtually from anywhere and participate in virtual classes via web browsers. This is one of the most significant advantages of virtual classrooms in today's times. Participants can access the contents irrespective of the relocation or time. The daily hassle of commuting via school buses or cabs is eliminated via virtual learning. Learners just need to open their devices, connect to the internet, sign in, and gain access to their virtual class virtual classroom reduces the geographical and economic, cultural and physical barriers of teaching.

- ❖ **Economical:** Virtual classrooms benefit both parties by reducing the costs significantly. In Indian context we found that demographic loaded is having huge complexities in attain the universal enrolment. The demographic challenge for pedagogy has been seen more increasing day. But the virtual classroom has reduced these complexities to large extent. Now, students do not need to travel to attend the classes. Institutes also do not require physical facilities and infrastructure or plan out schedules, making virtual classrooms cheaper than traditional ones. Virtual coursework often provides virtual resources through the cloud, reducing costs for both the facilitator and the student.

- ❖ **Global reach:** Traditional classrooms cannot reach a global audience. But with the advent of virtual classes, it is possible to teach local students as well as students across the globe. Virtual classrooms are the most convenient way of delivering education and material with less time and effort. Also, students find it comfortable because accessing these resources is simple.

- ❖ **Highly interactive with immediate feedback:** It creates a productive classroom environment as instructors use innovative methods and teaching approaches. They can help us understand and remember concepts easily. A

virtual class can host much more than mere texts and images. Audio recordings, video files, animations, interactive simulations, educational games, etc., are a part of the teaching-learning process. All these elements encourage interaction and offer a flexible learning curve. Such an online learning environment also offers hosted sandbox as virtual situations to test scenarios that a learner might encounter in real life. Apart from this, the learner receives maximum opportunities for getting immediate knowledge of results (Feedback).

❖ **Self-pace:** A virtual classroom is far better than a traditional classroom when it comes to scalability. With the increase in the number of students, you can scale effortlessly. Subsequently, it provides ample opportunity for the learners to provide at his own pace.

❖ **Range of content types and topics:** Trainers can provide a broad spectrum of content covering different subjects, genres, and types under one umbrella. It facilitates trainers to teach through slides, animations, video content, audio, audio-visual aids, digital whiteboards, and other interactive means Coyle and Vaughn (2008).

❖ **Replication:** The pedagogy of teaching and learning in virtual classroom is based on the principal of replication. We found that it provides the ample opportunity to record the entire teaching and learning for the sake of revision of teaching learning process.

❖ **Learner centric:** A virtual classroom focuses on students' real-time education. Pre-recorded videos are mostly teacher-centric. But live classes over digital platforms focus on students asking questions, clarifying their doubts and concepts, and brainstorming topics in real-time. Thus it revolves round to the needs and aspirations of the learner.

Conclusion: Thus, to conclude the author can state that the virtual classroom is having immense value in the India education system. It cannot be nullified from the existing ducatio0n system. It goes behind the learner for educating at door steps. The accessibility, usability, credibility, learner centred approach. Economic benefit has had more value in virtual classroom. Consequently, on the one hand we appreciate the role of virtual classroom in the domain of education but on the other hand we cannot deny the significance of classical classroom teaching. No any mechanism of the world has competence to replace the virt6ual classroom. However, integrating virtual classroom with classical classroom through the process of blended learning can contribute in the education domain of the country. The author can conclude that virtual classroom and classical classroom are the two sides of the same coin.

Bibliography

Bower, M., and Richards, D. (2005). The Impact of Virtual Classroom Laboratories in Computer Science Education. In Thirty-Sixth SIGCSE Technical Symposium of Computer Science Education. (St. Louis, Missouri, USA). ACM Press. 292-296.

Bransford, J. D., Stein, B. S., Vye, N. J., Franks, J. J., Auble, P. M., Mezynski, K. J., and Perfetto, G. A., Differences in approaches to learning: An overview. *Journal of Experimental Psychology*: General, 3, 390-398.

Chou, S., Sun, S., Ju, S., Li, S., 2000. Distance learning environment analysis. *International Journal Of Creative Research*. 10(25), 35-15.

Clark, J. M., and Paivio, A., Dual coding theory and education. *Educational Psychology Review*, 3, 3 (1991), 149-170.

Cobb, T., (2020). Cognitive Efficiency: Toward a Revised Theory of Media. *Educational Technology Research and Development*, 45, 4 (1997), 21-35.

Collins, A., Brown, J., and Holum, A. (2011). Cognitive apprenticeship: Making thinking visible. American Educator, 6, (11) 38-46.

Coyle and Vaughn (2008). Social Networking Sites and College students. *International Journal of Current Research.* 3(25), 123-254.

Craik, F. I. M., and Lockhart, R. S., Levels of processing: A framework for memory research. *Journal of Verbal Thinking and Verbal Behaviour*, 11, (1972), 671-684.

Dock, A. & Helwig, J. (1999). *Interactive Radio Instruction*: Impact, Sustainability and Future Directions.

Enikuomehin O. A. (2011), ICT, CGPA: Consequences of Social Networks In An Internet Driven Learning Society. *International Journal of Computer Trends and Technology*. Vol. 2, No. 2, Pp. 15-31.

Goirizelaia, et, al. (2000). Web based learning in universities: technological and pedagogical proposal. *Journal Of Basic And Applied Research*. 15(25), 35-41.

Gomati, P. T., Nithya, S., Rajasekhara, B. & Deepa, S. (2016). Internet Addiction: Prevalence Among Engineering Students and Its Impact on Academic Performance. *International Journal of Pharmacy & Technology*. 8(3), Pp-18149-18162.

Hatcher, S. (2003). Reading between the lines: Met communicative aspects of online education. In 111th Annual Conference of the American Psychological Association. (Toronto, Canada). 2003, 1-11.

Mandal, S. K. (2018). Role of e-learning in contemporary education system of Indian. *International Journal of Distance Education.* 15 (12) 31-81.

Miller, G (1993): Distance education encounters new technologies. *American Independent Study Newsletter*, Fall.

Mishra, S. (1997). A critical analysis of periodical literature in distance education. *Indian Journal of Open Learning*, 6(1), 39-53.

Mishra, S. (2002). Ten years of Indian journal of open learning. *Indian Journal of Open Learning*, (11)2, 279-290.

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.

Paris, Paul G. (2004). e-Learning: A study on Secondary Students' Attitudes towards Online Web Assisted Learning: *International Education Journal*. 5(1). 98-112.

Richard, H., & Haya, A. (2009). Examining student decision to adopt web 2.0 technologies: theory and empirical tests. *Journal of computing in higher education*, 21(3), 183-198.

Rossi.P.G. (2009). Learning environment with artificial intelligence elements. *Journal of e-learning and knowledge society,* 5(1), 67-75.

Certificate Of Publication

This Certificate is proudly presented to

Dr. Om Prakash Yadav

For publication of research paper title

"Virtual Classroom: Learning Beyond Four Walls of Classroom"

Published in 'The Research Dialogue' Peer-Reviewed / Refereed Research Journal and
E-ISSN: 2583-438X, Volume-01, Issue-02, Month July, Year-2022.

Dr.Neeraj Yadav
Executive Chief Editor

Dr.Lohans Kumar Kalyani
Editor-in-chief

Note: This E-Certificate is valid with published paper and the paper must
be available online at www.theresearchdialogue.com