

## E- Learning and its Related Problems During Covid - 19 Pandemic

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**Citation:** Kamran MA. E-Learning and its Related Problems During Covid - 19 Pandemic [Online]. Annals ASH KMDC 2021;26

Since December 2019 till now, the Covid-19 pandemic has changed the face of entire world<sup>1</sup>. It not only affected economic, political and social aspect of human lives but also had great impact on education. Majority countries had faced complete and partial lockdown in the year 2020 and still world is passing through this phase. Pakistan and Kingdom of Saudi Arabia are also among those affected countries that faced complete and partial lockdown situation throughout the year 2020. It has been reported by WHO Region, as of 7 March 2021, new cases of Covid-19 within last 7 days were 167, 385 (6%) and new deaths within last 7 days were 2, 201 (4%) had been experienced by South Asian countries<sup>2</sup>.

Due to high mortality rates meticulous precautions have been implemented throughout the world. Mask wearing, avoidance of social contact, frequent hand washing, social distancing and avoidance of crowded places are the primary precautions. It has been a year almost that conventional teaching has been converted into hybrid teaching among schools, colleges and universities which involves combination of online and physical learning system in order to follow the SOP's.

The use of internet to improve information and efficiency is known as e-learning. Learners can customize their experiences to suit their personal

learning goals using e-learning technologies, which give them power over content, learning sequence, speed of learning, time and sometimes media. Repositories, or digital repositories, to control access to e-learning content, agreement on technological standardization, and methods for peer review of these tools are all part of a growing framework to support e-learning in medical education<sup>3</sup>.

It is essential to provide institutional policies and frameworks for course design, minimum teaching expectations, as well as access to technology and student evaluations for online education<sup>4</sup>. Access to and experiences with technology are essential for implementing any remote education program. Faculty and students in almost all nations discovered that the most widely used channels are Zoom (paid and free versions), Microsoft Teams, and Google Classrooms. The free versions of these platforms have limitations in terms of session duration and the ability to create a controlled online learning environment<sup>5</sup>.

Faculty members continue to face challenges such as reduced attendance, low engagement and attention, disruptive behavior, and often no acknowledgment of the instructions due to a lack of expertise in e-learning pedagogy and student willingness to adapt to modern modes of learning<sup>6</sup>.

Students had faced problems like low bandwidth due to increased work from home policies, power problems, lack of personal desktop/laptop and personal delegated space for learning, tension, balancing family life and schooling, physical and mental health issues, fear of being infected or having a loved one become infected with Covid-19; gen-

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**Date of Submission:** 15<sup>th</sup> March 2021  
**Date of Acceptance:** 12<sup>th</sup> June 2021

der inequality and household burden as well as a sense of loneliness among friends. For a small group of students, online education has created an opportunity to think more deeply about their learning activities - how they can undertake comprehensive assignments and/or deeper study, and how they can develop their communication skills due to the limited time available<sup>7</sup>.

In conclusion, the performance of online education during and after the pandemic will be determined in large part by how universities refocus their efforts on teaching methods and research. This also necessitates an urgent shift in attitude that technology is merely a necessity. Universities should recognize that the quality of their students' educational experience must be a top priority.

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