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GLOBAL LANDSCAPE OF HIGHER EDUCATION IN THE CONTEXT OF ONLINE LEARNING

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ABSTRACT

The purpose of this mixed-method research is to examine online teaching and its influence on the higher education sector.Earlier studies on faculty readiness to teach online missed the need of examining the values and belief systems that underlie such practices before making changes to them Researchers are examining the results of two qualitative investigations that looked at the differences between different types of professors. Two types of teachers taught both online and in person: those who favored face-to-face instruction and those who struggled with doing their jobs well when working from home.The second group was made up of successful online instructors who enjoyed teaching in both traditional and online settings equally. Investigate the results of an additional survey of higher education faculty professionals to determine if the prior research' conclusions may be extrapolated. As a result of these data, the authors argue that academics are reluctant to teach online and that there is anything that can be done to alleviate this concern.

Keywords: online teaching, impact, challenges, faculty difficulties, classroom teaching, technology adoption etc.

INTRODUCTION

Online education has seen a significant rise in popularity over the last decade. Online learning has evolved from a cutting-edge teaching tool to a standard in higher education. In recent years,

college presidents have reported that more than 77 percent of their schools now offer online classes (Taylor, Parker, Lenhart & Moore, 2011). Students are increasingly taking at least one course online, with the number of students taking at least one course online growing ten times faster than the number of students enrolled in traditional courses (Allen & Seaman, 2010). The development of online learning has led to an expectation among teachers, both present and future, that they would engage in some kind of online learning in the future. According to a 2009 study conducted by Sloan-C, a third of academics have previously taught online courses and a fourth was already doing so at the time of the survey (Seaman, 2009).

Although online learning has not yet had a major effect on the academy, it is becoming clearer that it is a game changer. Continuing to benefit from online learning, higher education institutions (as well as students) will almost likely continue to do so in the foreseeable future. For educational institutions, online learning is a low-cost method to boost student enrolment and income without having to invest money on new infrastructure. Furthermore, by eliminating the need for physical presence in the classroom, online learning has the potential to make education more accessible to a far larger audience while still meeting the expectations of a fast-paced, global society.

ADVANTAGES OF ONLINE EDUCATION

School systems across the world have shifted to virtual platforms so that students may take classes online. In response, online education has emerged as an alternative to conventional classroom lectures, meeting the needs of students at all educational levels, from pre-kindergarten through university. People from a variety of backgrounds are working together to assist each other by improving existing online platforms and applications and educating teachers on how to make the most of these new technologies. There are also many government and non-profit organizations, as well as private sector companies, trying to aid the educational system in its move to the virtual world smoothly.

Students may mix their professional and educational pursuits since they aren't constrained by a set schedule. Class meeting times are fixed in stone in the average classroom, and students have little say in the matter, so they must schedule their whole life around these dates. Since of their other commitments, individuals who choose online learning like it because it gives them flexibility in how they divide their time between their many projects.

For a number of reasons, online education is less costly than traditional classroom instruction. For instance, commuting is cost-free. Online students do not have to pay for things like fuel, parking, car upkeep, or public transportation. Students may connect with peers from all around the world via distance learning. As a result, additional opportunities for project implementation cooperation often arise. They also become more culturally aware and flexible as a result of being exposed to other cultures.

We'll use a secure online database to store all of your information. Papers used in meetings, training materials, and correspondence are all included. When anything has to be discussed, the student will be able to easily find the resources they need, saving valuable time. This is good news. People who need to do research on a subject and then present their findings to a group would greatly benefit from this. Typical courses may not provide students with the

individualized attention they need to understand complex concepts. CCA has a small student body compared to larger colleges and universities, yet its classrooms may house hundreds of students at a time for this kind of education, this is not a problem since online classes include guided discussions with instructors and one-on-one time. By doing this, students are more likely to succeed academically because of the time their instructors have given them. Their problem-solving and communication skills improve, and they are better able to defend their opinions in front of higher-ups.

Because of the convenience and flexibility that an online education may provide, students may have the opportunity to enroll in degree programmes that are otherwise unavailable. As more people have access to education that isn't readily accessible in certain geographic regions because of online courses, knowledge may be shared. When it comes to obtaining access to these online places, both students and teachers encounter difficulties. Students are unable to access the internet or use technical gadgets like laptops, phones, or computers due to financial constraints. They are also unable to listen to or watch radio or television. Physical space is an issue for students who can afford to attend online courses, and it is also an issue for instructors who are expected to conduct online sessions from the comfort of their own homes.Additionally, there are cultural barriers to overcome, such as the expectation that women would take care of the home rather than attend early online classes. In rural areas, boys are often expected to help out on the family farm. Having a discussion about who controls the TV and radio in the family is critical. Girls are often denied access to educational programming.

IDENTIFICATION OF RESEARCH PROBLEM

A significant increase in the number of students enrolling in online courses has resulted as a result; however, improvements in educator training, pedagogy for online courses, or other initiatives to improve learning outcomes and the overall quality of the online educational experience have not kept pace (Duffy, Kirkley, 2001; Garrisson, Anderson, 2003).Students and instructional methods have been the primary focus of much of the field's research too far. Consequently, we now know more about how online learning impacts students, as well as how they learn. Online education and the associated technologies are changing teachers, yet this knowledge is missing.

OBJECTIVES OF THE RESEARCH

One of the main objectives of this study is to discover how online education affects higher education professors and the teaching profession. Nineteen instructors who had previously taught in a traditional classroom were examined to see how online teaching affected their professional identities. In this process, I also considered the role of technology. Studies show that developing a strong teaching identity is critical for professor’s sustainability (Daniele, 2001) and for accomplishment and efficacy in the classroom (Alsup, 2005; Day, 2006).

Alsup believes that when teachers are faced with circumstances that are at odds with their fundamental ideas about teaching and learning, they go through a process of professional identity renegotiation in order to attempt to overcome the conflict (Alsup, 2005). In particular, teachers who deliver their courses completely online will find this to be true. A lack of face-to-face

contact during the teaching and learning process is a common source of dissonance. In order to be successful in online classrooms, instructors must reexamine their basic ideas and ambitions about what it means to be a teacher on both a practical and theoretical level.

METHODOLOGY

During the semester, this data was collected through different means including chat sessions and asynchronous online discussions, transcripts from audio recordings of class sessions, transcripts from videos of on-class presentations, private interviews, a paper on their specific course design process, and the TAs' course logs for the first three weeks. Prior to creating any instructional design choices, I searched for trends in the data and built three sets of markers to investigate the link between participants' technical positioning (which is a subset of their professional identity) (teaching positioning, technology positioning, and instructional technology positioning).

To further understand this contradiction, I looked at how two different groups of instructors managed the shift to an online classroom from a Communities of Practice perspective (Wenger, 1999).A study of how teachers cope with challenges to their identity in their socio-cultural environment may be conducted using this method. An online poll of 220 online teachers was used to verify the findings from the case studies.

Professors from 10 different colleges and universities took part in the research, and they all reported having difficulty integrating their teaching identities into an online classroom. These instructors' capacity to enjoy their job as online educators was hampered by severe educational and interpersonal limitations. Around nine professors from colleges and universities said they'd overcome most of the early challenges of online teaching and considered it beneficial professionally in the second round of participation. They did a commendable job of shedding light on how online education alters instructors' identities and how new and developing technologies contribute to this transformation.When it came to faculty transfer to the virtual classroom, attitudes toward online education, the use of web-adapted pedagogical practices, and a supportive institutional environment all proved to be favorable influences. In broader research, these traits were shown to have a significant impact on the way online academics identify as teachers.

To integrate technology into the classroom, and university lecturer came up with a semester-long course that made extensive use of various electronic tools. Her own resources took a lot of effort and time to develop.Because of her concerns regarding instructional technology, the teaching assistant used fewer tools and mainly pre-existing online resources. The methods utilized to construct the courses mirrored the perspectives of the two participants on technology. Participants who were more tech-savvy started by researching course platforms before producing content, while those who were more techno-skeptical began by creating content first. In spite of having the same amount of experience in the field of education, the two participants came up with vastly different course designs. These findings indicate that a teacher's professional competence affects her course design decisions.

RESEARCH QUESTIONS

- Professors' identities and existing and upcoming technologies are the focus of these academics as they examine the effect of online learning. The following questions occupied most of my investigation:
- Does online teaching alter faculty members' teaching identities in higher education?
- How do faculties deal with online teaching circumstances causing disruption?
- What part does technology play in all of this?
- What resources are available to online educators?
- Is the technology of today adequate?

PILOT STUDY

Two different initiatives made up the pilot study. We looked at ways to better prepare prospective instructors to teach online in the spring of 2017. I followed the development of five teaching assistants in an online course design theory and practice from January to July 2008. This course is entirely original to me; no one else has ever taken it. A noncredit online course in their area of expertise was created and delivered by the teaching assistants as a capstone project after that. Teachers' attitudes about online learning and teaching must be addressed, and instructors must have extensive pedagogical and technical training before being given responsibility for online teaching, as shown by this study.The data from this research was also utilized to conduct a second study with two participants who had diametrically opposed opinions on online learning and technological advancement. As a researcher, my goal was to determine how teachers' professional identities impacted their technical and course design decisions. Following is a summary of important findings from this research that helped shape the study's main research topics.

SIGNIFICANCE OF THE RESEARCH

Students' responses indicate a link between the design of courses and the identification of teachers. This demonstrates how essential it is for teachers to be able to design courses that represent their professional identities or are compatible with them. Consequently, teachers will be able to take control of the content of their courses and remain actively involved in the teaching process even while teaching through distance.Because of the new models and processes for course development offered by online learning, where content and technological choices are frequently made independently, this is particularly critical today.

FACTORS IMPACTING PROFESSIONAL FULFILLMENT AND ENJOYMENT ONLINE

For this research, two dependent variables were created to look at the factors that affect student satisfaction in the online classroom. Online Satisfaction was created by combining the responses to survey questions 7-3 and 7-4 ("I love teaching online," and ("I find professional fulfilment in teaching online")." The variables Online Effectiveness were created by combining the survey questions 9-1, 9-2, and 9-9. (see Appendix J for a description of corresponding survey

items). This data sets large standard deviation (SD=2.41 and SD=2.75) shows that, although seeming to be generally favorable, online education evaluation is complicated and varied.

Table 1: Mean Scores for the Variables Online Satisfaction and Online Effectiveness

Descriptiveresult					
	N	Minimum value	Maximum value	Mean value	SD
OnlineSatisfaction	213	1.00	10.00	7.8351	2.41325
OnlineEffectiveness	213	1.00	10.00	4.4443	2.75307
ValidN(listwise)	213				

IMPACTOFCLASSROOMEXPERIENCE

An unremarkable relationship existed between the variables Online class Satisfaction and Classroom Satisfaction (r(201)=-.112, p=.05. No connection has been found, which indicates that respondent satisfaction in the classroom is unrelated to their satisfaction online.

Table: 2 ImpactofClassroomExperience

Descriptiveresult			
	Mean value	SD	N
Online Satisfaction	7.7951	2.43924	213
Classroom Satisfaction	8.6282	1.92036	213

Table: 3 CorrelationamongRespondents'OnlineandClassroomSatisfaction

Correlations			
		OnlineSatisfaction	ClassroomSatisfaction
OnlineSatisfaction	PearsonCorrelationSig. (2-tailed)N	1	-.112
	Pearson CorrelationSig.(2-tailed)		.105
	N	213	213
ClassroomSatisfaction		-.112	1
		.105	
		213	213

Online learning excitement was not necessarily accompanied by a distaste of classroom teaching, according to the findings of this study. The bulk of Case Study articles are similar. Two

students chose online instruction over face-to-face instruction because of the distinct advantages it offered. Case Studies: A Comparison of Two Situations Participants who preferred online education did so because they disliked face-to-face instruction's emphasis on performance. These two individuals, however, are outliers according to the results of the study.

IMPACT OF ONLINE EXPERIENCE

Table 4: ANOVA Online Satisfaction

	Sumof Squares	Df	MeanSquare	F	Sig.
BetweenGroups	106.686	4	26.671	4.704	.001
WithinGroups	1154.701	207	5.551		
Total	1261.387	212			

Online teaching experience and test scores are related. A one-way ANOVA was used to examine customer satisfaction online. F (4, 208) = 4.7, p.05. Respondents' years of experience seem to be linked positively to their level of satisfaction while using this modality.

RESEARCH OUTCOME AND DISCUSSION

Some teachers like this medium more than others, according on the findings of this survey.The first thing researchers looked at was how respondents' prior experience affected their level of online pleasure. According to the results, online teaching expertise mattered, with more experienced online educators considering this mode to be more professional gratifying.

Online professors with greater experience seemed to like their jobs more than those with less experience in both groups. Faculty members who have been teaching online for more than six years still have reservations about the medium, so we can't just depend on their expertise to change their minds.These unfavorable attitudes may be resolved more quickly with the assistance of professional treatments.

CONCLUSION

Researchers found that online learning has a significant effect on instructors and the teaching profession in higher education. They also found that many faculties are hesitant to offer courses online for a variety of reasons.As a consequence of online education, teachers will go through radical shifts rather than little ones. Online classrooms provide a challenge for teachers who are resistant to change. They often attribute their unhappiness on the modality's shortcomings. Furthermore, the results of this research revealed how important technological skills are becoming in the teaching profession. Being a computer whiz has never been a requirement for getting into academia or being a successful professor. Note that technology has become a significant component of our socialization, work and communication just as it has become an important part of our education and learning process.

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