

Assignment -3 Study material

1. Name the four aspects of online learning that should stick post-pandemic.

The experience of the above online pioneers highlights four distinct aspects of online learning that we should follow post pandemic: a) Learning to learn online, b) designing online teaching with purpose c) Blending space and time online d) COVID-19 began the disruption, AI will continue it.

Learning to learn online:

- Online learning meant only online teaching, where there was more focus on the teacher rather than the learners. But now young learners seek socialization & communication with their peers, with supervision and teacher-led content delivery.
- Poor access to the internet, lack of financial resources and digital incompetence was the major problem during the initial stages of online learning, whereas now we have different modes of online education where the geospatial barriers, multi -modal distance education are taken care. Students are also given orientation on how to learn online.
- The pandemic has taught us that whatever be the situation, Learning will continue.

Designing online teaching with purpose:

When online classes were introduced, we did not have quality teaching and learning. Traditional teaching methods & materials were not successful.

Now the approach has changed, more focus is given to the learner-rather than the content. Current online education focuses on engaging students effectively and encourages active learning.

Now course materials are detailed and include writing everything the instructor would expect to say in a physical classroom, clearly describing all course requirements and linking students to reading, video and online resources.

The authors insist that technological tools should be brought back to the physical or hybrid class room so that it would increase active, collaborative learning.

Blending space and time online

During pandemic online classes were synchronous; which means in the real time the teachers and learners were present. If the learners missed the time, they would miss the class.

The authors suggest that now online education should focus on asynchronous learning. Teaching and learning should be flexible so that students at any time or place should be able to learn and come together for active online discussion.

Covid 19 began the disruption, AI will continue

The approach towards education has changed since the pandemic. To make it more reliable and accurate we need to adopt online and AI tools along with digital infrastructure and highly responsive student support. If these are planned carefully and diligently we can make education accessible and inclusive.

2. Mention the main change that the COVID-19 pandemic brought about in our education system.

One of the many changes COVID-19 brought those in education was an almost immediate switch to online learning. Overnight Educational institutions struggled to keep education moving while ensuring to bridge the physical distance between teacher and learner. Teachers who were used to the traditional

methods found it difficult to cope with Online teaching but still took great efforts to convert to digital platform by recording lessons, posting videos and creating breakout rooms, using whatever technology they had available.

Bridging physical distance through online education alone doesn't address learner's needs. Neither posting materials online, recording lectures nor discussions create a collaborative and supportive learning environment.

F. Haider Alvi, Deborah Hurst, Janice Thomas, Martha Cleveland-Innes all Professors from Athabasca University in this essay discusses the changes that the COVID-19 pandemic brought about in our education system. The authors stress their benefits and provide insights into the lessons that we should implement to move forward.

The experience of the above online pioneers highlights four distinct aspects of online learning that we should follow post pandemic: a) Learning to learn online, b) designing online teaching with purpose c) Blending space and time online d) COVID-19 began the disruption, AI will continue it.

3. What was the virtual cooperative program started by Athabasca University?

The pandemic revealed how education approaches can change after instructors had to search for innovative ways to improve student learning outcomes outside the physical classroom.

At Athabasca, a virtual co-operative program allowed us to introduce a co-op program in the middle of a pandemic.

Students accessed a simulated work experience in a paced structure, irrespective of location. They were able to practise working as a team, problem solving, conflict resolution, ethical reasoning and leadership while working on an assigned project. Students received immediate, detailed feedback from an AI coach, allowing for extensive experimentation and revision to master concepts honed in reflective discussion with the instructor.

Research suggests that adopting online and AI tools needs to be deliberate, coupled with supportive digital infrastructure and highly responsive student support. Planned carefully and taken together, these steps improve on traditional approaches by making education truly open, accessible and inclusive.

4. Explain the advantages and disadvantages of online learning.

Online learning offers flexibility, convenience, and access to a wider range of courses, but it can also lead to isolation, require self-discipline, and present technical challenges.

Advantages of Online Learning:

Flexibility and Convenience:

Online learning allows for greater flexibility in scheduling, enabling individuals to learn at their own pace and on their own time.

Accessibility:

Online courses are accessible from anywhere with an internet connection, making education more accessible to a wider audience, including those in remote areas.

Cost-Effectiveness:

Online learning can be more affordable than traditional learning, with potential savings on commuting, accommodation, and textbooks.

Individualized Learning:

Online platforms often offer personalized learning experiences, allowing students to focus on their areas of interest and strengths.

Access to Resources:

Online platforms provide access to a wealth of resources, including online libraries, databases, and educational materials.

Enhanced Time Management Skills:

Online learning encourages students to develop strong time management skills, as they need to manage their schedules and meet deadlines.

Adaptive to Multiple Learning Styles:

Online platforms can adapt to different learning styles, offering a variety of learning materials and activities.

Disadvantages of Online Learning:

Lack of Social Interaction:

Online learning can lead to a sense of isolation, as it reduces opportunities for face-to-face interaction with instructors and peers.

Difficulty Maintaining Focus:

Staying focused and motivated in a virtual learning environment can be challenging, especially for those who are easily distracted.

Technical Issues:

Technical glitches, internet connectivity problems, and software issues can disrupt online learning.

Lack of Hands-on Learning:

Online learning may not provide the same opportunities for hands-on experience and lab work that traditional learning offers.

Self-Discipline Required:

Online learning requires a high level of self-discipline, as students are responsible for managing their own schedules and staying on track.

Delayed Feedback:

Feedback from instructors may be delayed, which can impact the learning process.

Increased Screen Time:

Online learning can lead to increased screen time, potentially affecting health and well-being.

Potential for Cheating:

Online learning can increase the risk of cheating, as students may be able to access answers or materials online.

5. Summarize the essay 'Lessons from online learning.'

A quick and prompt shift to online learning was the first and the foremost response caused by the COVID-19 pandemic in the educational field.

Institutions and teachers put their best efforts catering to the needs of their students using their limited understanding to adapt to an all-new situation of online education. These led to physical classrooms that are digitally managed using the internet — merely termed as online classes but not online education in the true sense. There are several other aspects like motivation, peer learning, collaborative learning that are to be taken care of than merely posting things online or recording lectures and discussions.

The Lessons Learnt and the Future Course of Action

There are many lessons to be learnt from the history and current studies of online learning. All the authors are from Athabasca, a top Canadian University, which over 28 years ago created the first online MBA, M.Nursing, and M.Ed programmes in the world.

The experience of the pioneers of online learning reveals four key elements of the medium that should endure even after the pandemic:

1. Learning to Learn Online
2. Developing Online Instruction with a Purpose
3. Fusing Place and Time Online
4. Disruption Caused by the Pandemic will be Continued by AI

1. Learning to Learn Online

The pandemic situation demonstrated how universal educational strategies fall short of meeting students' needs. Younger students could choose for physical locations that foster sociability and offer supervision and teacher-led material delivery. Others, like the majority of adult students at Athabasca, like the flexibility of contacting their peers and teachers online at any time.

Online learning is hampered by widespread injustices such as limited internet access, a lack of financial resources, and a lack of necessary technical skills. Online education does provide access to traditional classrooms for students who face geographic restrictions, and further issues of inequality are addressed through multi-modal distance education, financial assistance systems, and guidance on how to learn online.

Emergency online education ignored the variations between students and programmes and employed blunt-edged tools. The lesson from the epidemic, though, is how crucial it is to have all students ready for learning, whether they are taking classes online or in person.

2. Developing Online Instruction with a Purpose

Whether for traditional or online learning, effective teaching and learning designs must include active, engaging roles for each individual student.

Different strategies are needed for meaningful teaching in different contexts. Instead of focusing on the content, the design of online courses and teaching places a high priority on the learner. This encourages active learning through the use of collaborative learning groups.

It takes months, not weeks, to create good online course materials since it involves both instructors and knowledgeable course developers. The carefully prepared course materials include everything the instructor would regularly deliver in a classroom such as: an interesting introduction, a clear description of all course requirements, and links to further readings, stimulating videos, and additional resources for the learners.

Due to the pandemic situation, teachers were compelled to adapt their lesson plans for technology-mediated delivery; while this method worked for some students, it was difficult to customise for their particular learning needs.

The physical or hybrid classroom should once again incorporate technological tools together with autonomous and collaborative working possibilities, along with online pedagogical strategies that encourage active, collaborative learning and learner-generated choices.

3. Blending Space and Time Online

The terms “synchronous” and “asynchronous” learning have become commonplace thanks to pandemic situation. Asynchronous meant working individually, typically using materials created for a physical classroom, while synchronous reproduced physical classrooms through real-time, digitally mediated education. We need to consider how timing and physical presence affect learning going ahead.

Through synchronous and asynchronous blended, collaborative, online learning, students at Athabasca connect across time and space. Individual coaching is provided by instructors at the students’ discretion.

This contrasts with conventional undergraduate courses where information is consumed according to a set schedule. Students in our graduate programmes must work independently while frequently participating in lively online discussion. Paced programming is used in these programmes.

More adaptable instruction enables students to get assistance from instructors as needed. Instead of real-time reactions, synchronous, collaborative learning allows for reflection.

4. Disruption Caused by the Pandemic will be continued by AI

After educators were forced to look for novel strategies to enhance student learning outcomes outside of the traditional classroom, the pandemic highlighted how educational practises might alter.

At Athabasca, they launched a virtual co-op programme in the midst of a pandemic thanks to AI technologies and tools.

Regardless of their location, students could access a pace-controlled simulation of a work environment. While working on a certain project, they have the opportunity to practise teamwork, problem solving, conflict resolution, ethical reasoning, and leadership. An AI coach provided quick, in-depth feedback to students, enabling them to experiment and revise extensively to master ideas refined in reflective discussion with the instructor.

According to research, strategic use of online and AI tools is required, together with enabling digital infrastructure and highly responsive student support. These measures, when thoroughly thought-out and implemented as a whole, improve on conventional methods by making education truly open, accessible, and inclusive.

Now, all educators must consider how to take advantage of the transformation brought about by COVID-19 in order to create stronger educational systems in the days to come.

6. Explain in detail the concept ‘Designing online teaching with purpose’.

Designing online teaching with purpose means creating a structured and thoughtful approach to online courses, focusing on student engagement, clear communication, and effective delivery of learning materials. It involves understanding the specific needs of the learners and adapting the course to enhance their learning experience.

1. Defining Purpose and Goals:

Clear Objectives:

Start by clearly defining what students should know, understand, and be able to do after completing the course. These objectives should be measurable and aligned with the course's overall purpose.

Target Audience:

Consider the demographics, learning styles, and prior knowledge of your students. This will help you tailor the course content and delivery methods to their needs.

Learning Outcomes:

Identify the specific skills, knowledge, and attitudes that students will gain from the course. These outcomes should be measurable and observable.

2. Designing Engaging Learning Experiences:

Interactive Content:

Incorporate various learning activities, such as discussions, quizzes, simulations, and case studies, to keep students actively engaged.

Multimedia Integration:

Use a variety of multimedia elements, such as videos, audio recordings, and interactive simulations, to enhance learning and cater to different learning preferences.

Personalized Learning Paths:

Allow students to choose their own learning paths, providing opportunities for self-directed learning and exploration.

3. Structuring the Online Course:

Logical Organization:

Structure the course content in a logical and coherent manner, using modules, units, or topics to facilitate learning.

Clear Navigation:

Make sure the course website or platform is easy to navigate, with clear instructions and a user-friendly interface.

Consistent Format:

Maintain a consistent format for assignments, quizzes, and other course materials to ensure clarity and ease of use.

4. Facilitating Communication and Interaction:

Regular Communication:

Establish clear communication channels, such as discussion forums, email, and online chat, to foster interaction between students and instructors.

Prompt Feedback:

Provide timely and constructive feedback on assignments and quizzes to help students learn and improve.

Community Building:

Create a sense of community among students through online discussions, collaborative activities, and group projects.

5. Assessing and Evaluating Learning:

Formative Assessments:

Use formative assessments, such as quizzes and discussions, to monitor student progress and provide feedback during the learning process.

Summative Assessments:

Employ summative assessments, such as final exams and projects, to evaluate student learning at the end of the course.

Continuous Improvement:

Seek feedback from students and make adjustments to the course design based on their needs and preferences.

6. Technology and Platform Selection:

Learning Management System (LMS):

Choose a reliable and user-friendly LMS platform to host the course materials and facilitate communication.

Multimedia Tools:

Utilize appropriate multimedia tools, such as video editing software and online presentation tools, to create engaging and interactive content.

Accessibility:

Ensure that the course is accessible to students with disabilities, by using appropriate tools and technologies.

By focusing on these aspects, educators can design online teaching experiences that are engaging, effective, and purposeful, ultimately leading to improved student learning outcomes.

7.

To: The Municipal Commissioner, {City Name} Municipal Corporation, {Address}

From: {Your Name},

{Your Address}, {Contact Number}

Date: May 31, 2025

Subject: Complaint regarding water leakage in {Colony Name}

Sir/Madam,

I am writing to bring to your attention the ongoing issue of water leakage in our colony, {Colony Name}. The leakage has been causing significant inconvenience and waste of water resources.

Specifically, the leakage is occurring in the following areas:

[Specific location 1]: [Describe the leakage at location 1].

We hope that you will take prompt action to resolve this issue and ensure a reliable and efficient water supply in our colony.

Thank you for your attention to this matter.

Sincerely,

{ Your Name }

{ Your Signature }

8. Explain four takeaways related to online learning that should be considered post-pandemic.

The experience of the above online pioneers highlights four distinct aspects of online learning that we should follow post pandemic: a) Learning to learn online, b) designing online teaching with purpose c) Blending space and time online d) COVID-19 began the disruption, AI will continue it.

1. Learning to learn online:

- Online learning meant only online teaching, where there was more focus on the teacher rather than the learners. But now young learners seek socialization & communication with their peers, with supervision and teacher-led content delivery.

- Poor access to the internet, lack of financial resources and digital incompetence was the major problem during the initial stages of online learning, whereas now we have different modes of online education where the geospatial barriers, multi -modal distance education are taken care. Students are also given orientation on how to learn online.

- The pandemic has taught us that whatever be the situation, Learning will continue.

2. Designing online teaching with purpose:

When online classes were introduced, we did not have quality teaching and learning. Traditional teaching methods & materials were not successful.

Now the approach has changed, more focus is given to the learner-rather than the content. Current online education focuses on engaging students effectively and encourages active learning.

Now course materials are detailed and include writing everything the instructor would expect to say in a physical classroom, clearly describing all course requirements and linking students to reading, video and online resources.

The authors insist that technological tools should be brought back to the physical or hybrid class room so that it would increase active, collaborative learning.

3. Blending space and time online:

During pandemic online classes were synchronous; which means in the real time the teachers and learners were present. If the learners missed the time, they would miss the class.

The authors suggest that now online education should focus on asynchronous learning. Teaching and learning should be flexible so that students at any time or place should be able to learn and come together for active online discussion.

4. Covid 19 began the disruption, AI will continue:

The approach towards education has changed since the pandemic. To make it more reliable and accurate we need to adopt online and AI tools along with digital infrastructure and highly responsive student support. If these are planned carefully and diligently we can make education accessible and inclusive.

9. Write a letter to your principal to issue the new ID card that you lost recently.

Date:

Place:

From:

To,

The Principal,

NRCM,

Maisammaguda,

Hyderabad.

Subject: Application for Loss of Identity Card

Sir,

I, (name), a student of your college, write this application to inform you that unfortunately, I have lost my Identity card on May 16th in school. It is for sure that the card is lost in the college campus as I had shown it at the entry gates but when I was on the school bus, going back home, I did not have it.

I request you to kindly permit the issue of a duplicate ID Card from the office or announce it through the speakers in the class because as per the college rules, any lost property of students shall be submitted to the reception and be conveyed to you. I promise to keep it safe the next time.

Yours sincerely

(name)

Roll no.

10. Send your Resume along with the cover letter to GSV Pvt. Ltd. to apply for the post of Assistant. Engineer.

Resume

A. Ravi Kumar

A. Ravi Kumar

E-mail:ravikumar@gmail.com

H.no.112/2

Mobile: +91 00000000

Maisammaguda

Kompalli

Hyderabad, Telangana

India.

OBJECTIVE

To learn and function effectively in an organization and be able to deliver to the bottom-line. To constantly upgrade my knowledge and skills and make a difference in whatever I do.

EDUCATIONAL PROFILE

2025 B.Tech(CSE) from **Narsimha Reddy Engineering College, Maisammaguda** and secured an aggregate of **First class**.

2023 XII from **S.A.W.B Jr.College, Begumpet** (State Board) and secured an aggregate of **Second class**.

2021 X from **Z.P.HighSchool, Secunderabad** and secured an aggregate of **first class**.

Experience

C, C++

Java

PERSONAL INFORMATION

- Date of Birth : 03-05-2005
- Gender : Male
- Father name : Guravaiah
- Mother tongue : Telugu
- Nationality : Indian
- Marital Status : Unarried
- Languages : Telugu, English.
- Permanent address : H.no.112/2
Maisammaguda
Kompalli
Hyderabad, Telangana
India.

LEISURE INTERESTS

- Listening to music.
- Reading Books.

DECLARATION

I do here by declare that the particulars of information and facts stated herein above are true, correct and complete to the best of my knowledge and belief.

PLACE:

(A. Ravi Kumar)

DATE: