

Exploring Dynamics and Trends in Distance Education

Insights from Global Web Search Queries in the Post-Pandemic Era

8TH INTERNATIONAL CONFERENCE ON EDUCATION AND DISTANCE LEARNING

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Data and codes available at: https://github.com/pridiltal/CARMA2024_Analysis

Slides available at: prital.netlify.app

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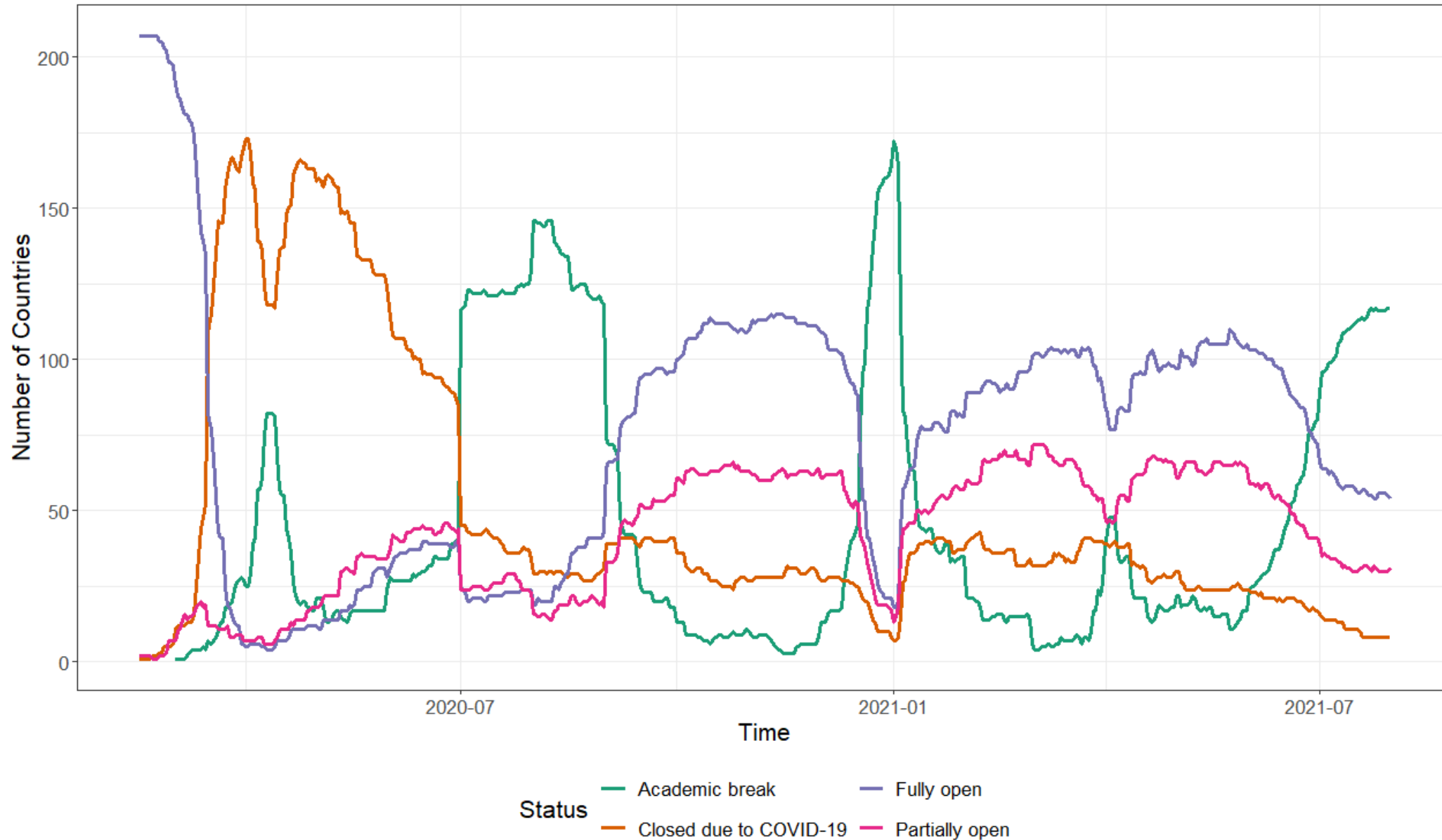


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Global tracking of COVID-19 caused school closures and re-openings



Source: UNESCO (2020). COVID-19 educational disruption and response. [Online; accessed 13-May-2020]. <https://en.unesco.org/covid19/educationresponse>

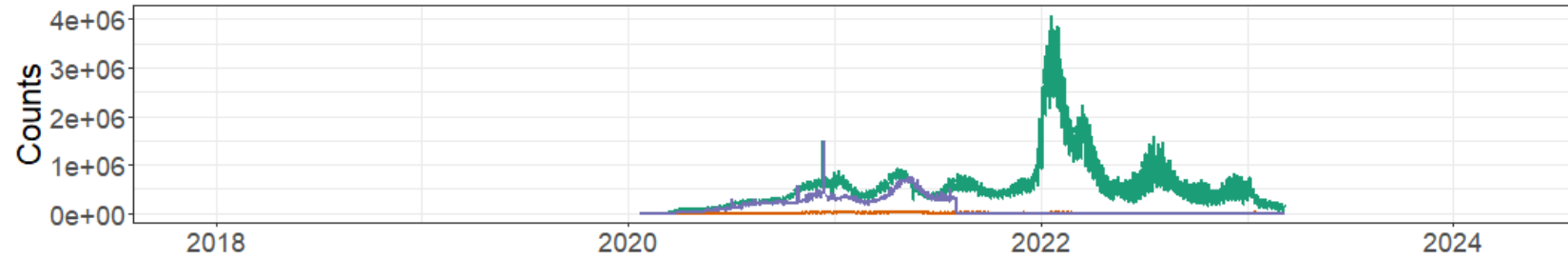
From chalk-talk to **virtual walk**

The speed of these school closures demanded a rapid move a rapid shift from traditional classroom learning to online learning.



- Distance education has a long history.
- COVID 19 made a new Era of distance education.
- Because during this pandemic every single step including, planning, developing new tools and techniques, conducting awareness programs about online learning, shifting towards online learning, everything happened online, due to the unexpected massive global shutdown.
- This lack of experience, lack of awareness, lack of readiness caused millions of distance education related internet searches during the COVID 19 pandemic.

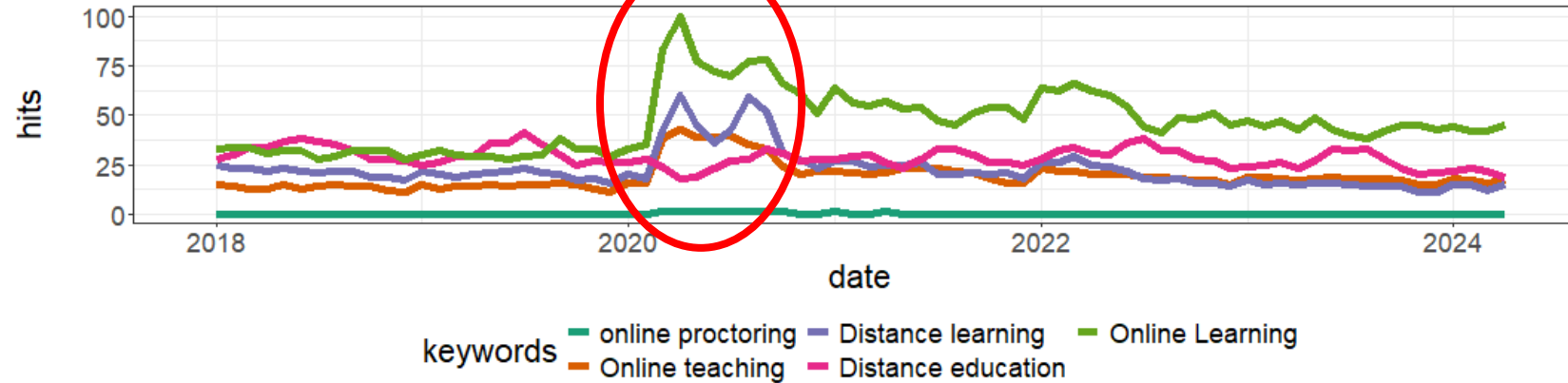
(a) COVID-19 cases worldwide



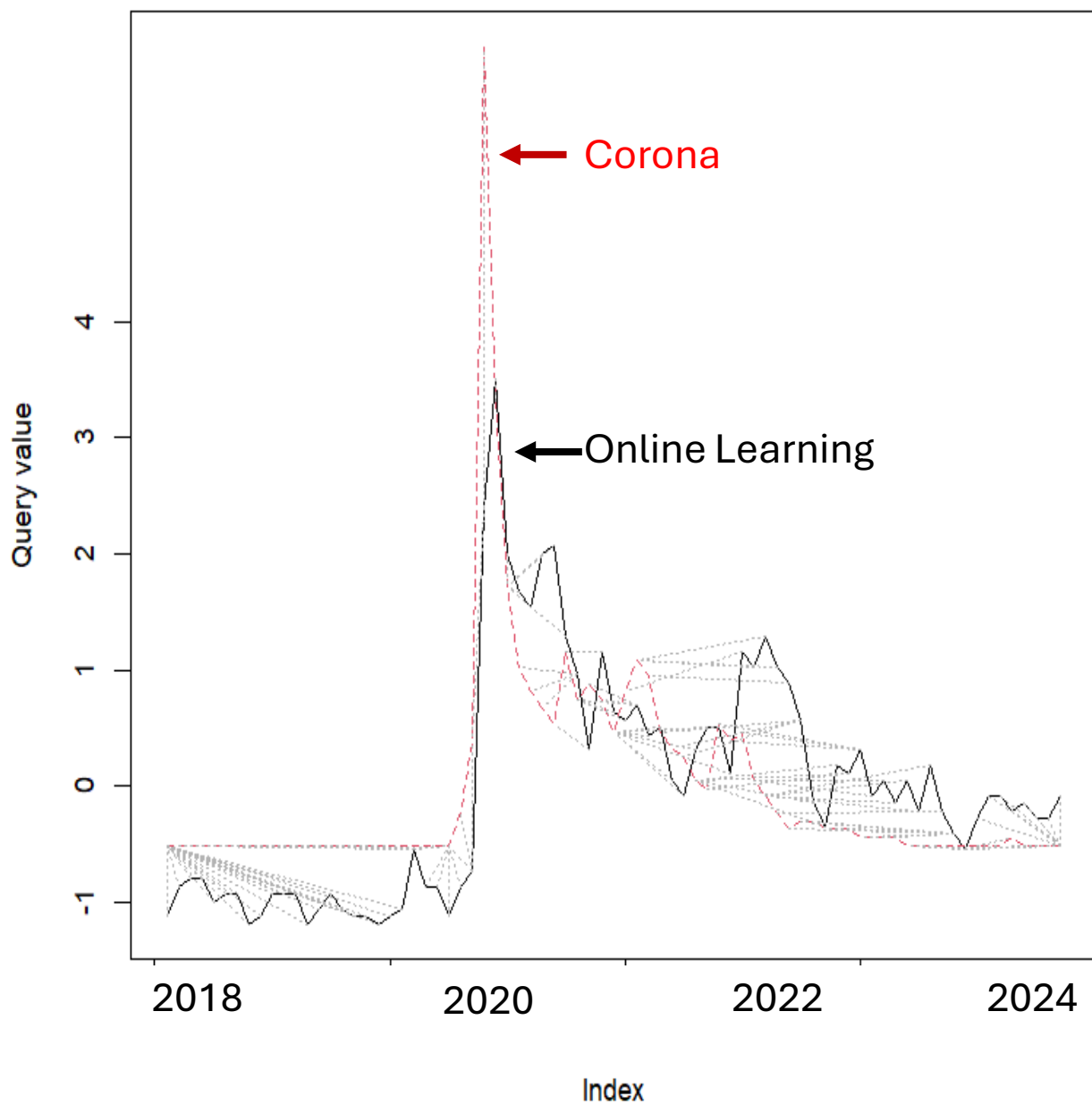
(b) Google search trends of COVID-19 related terms



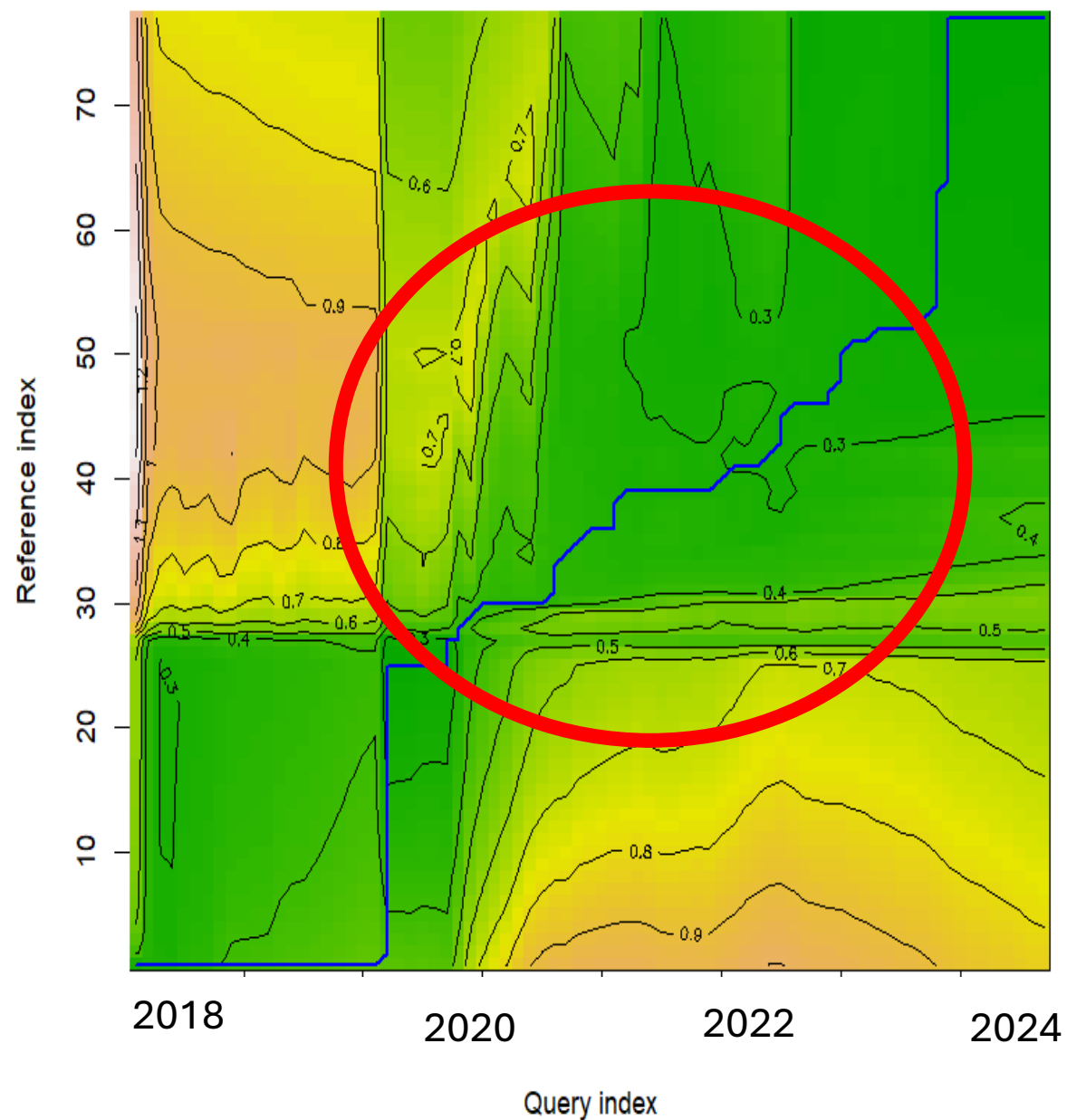
(c) Google search trends of distance education-related terms



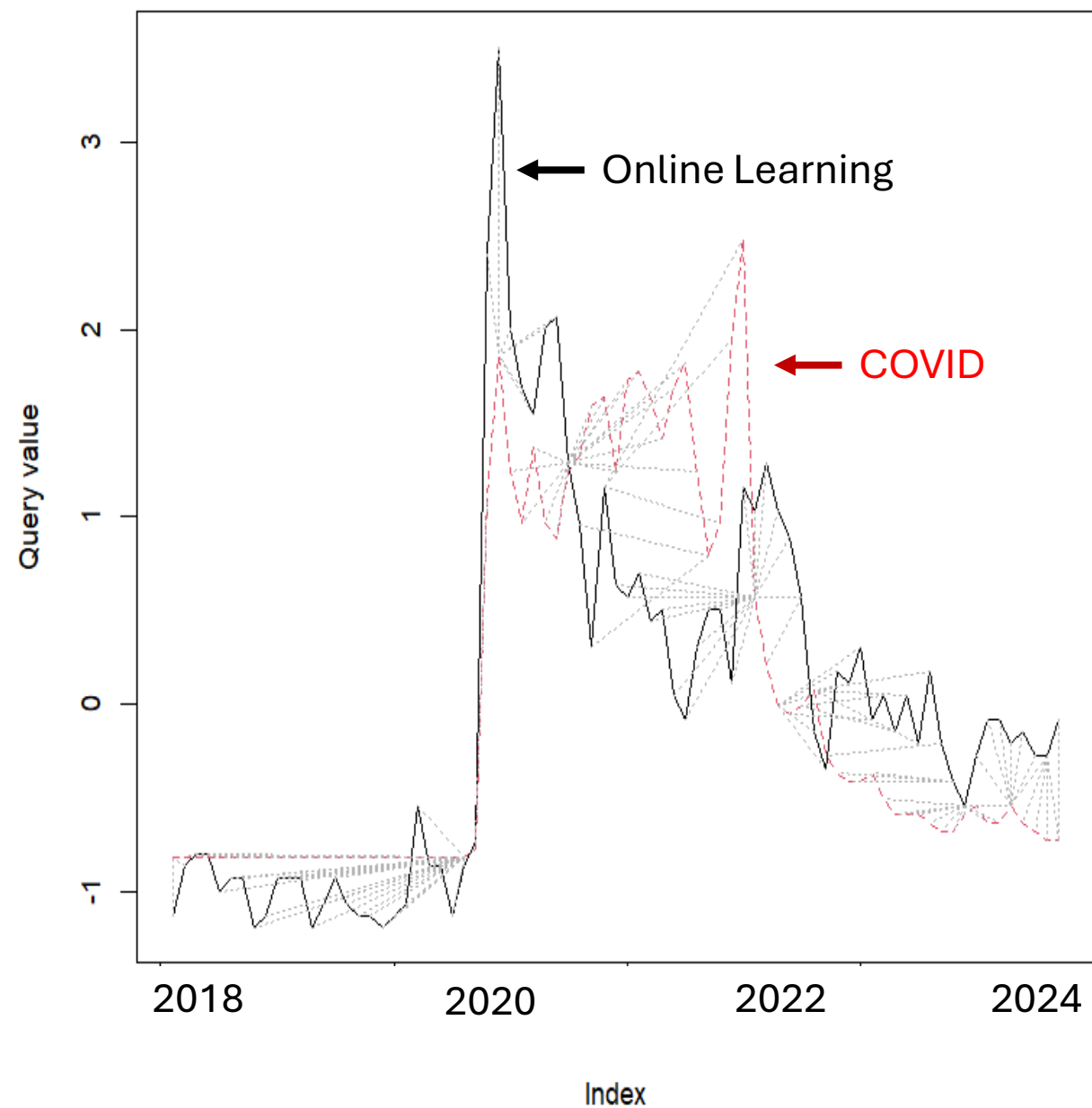
(a) Pointwise comparison between 'Online Learning' and 'corona'



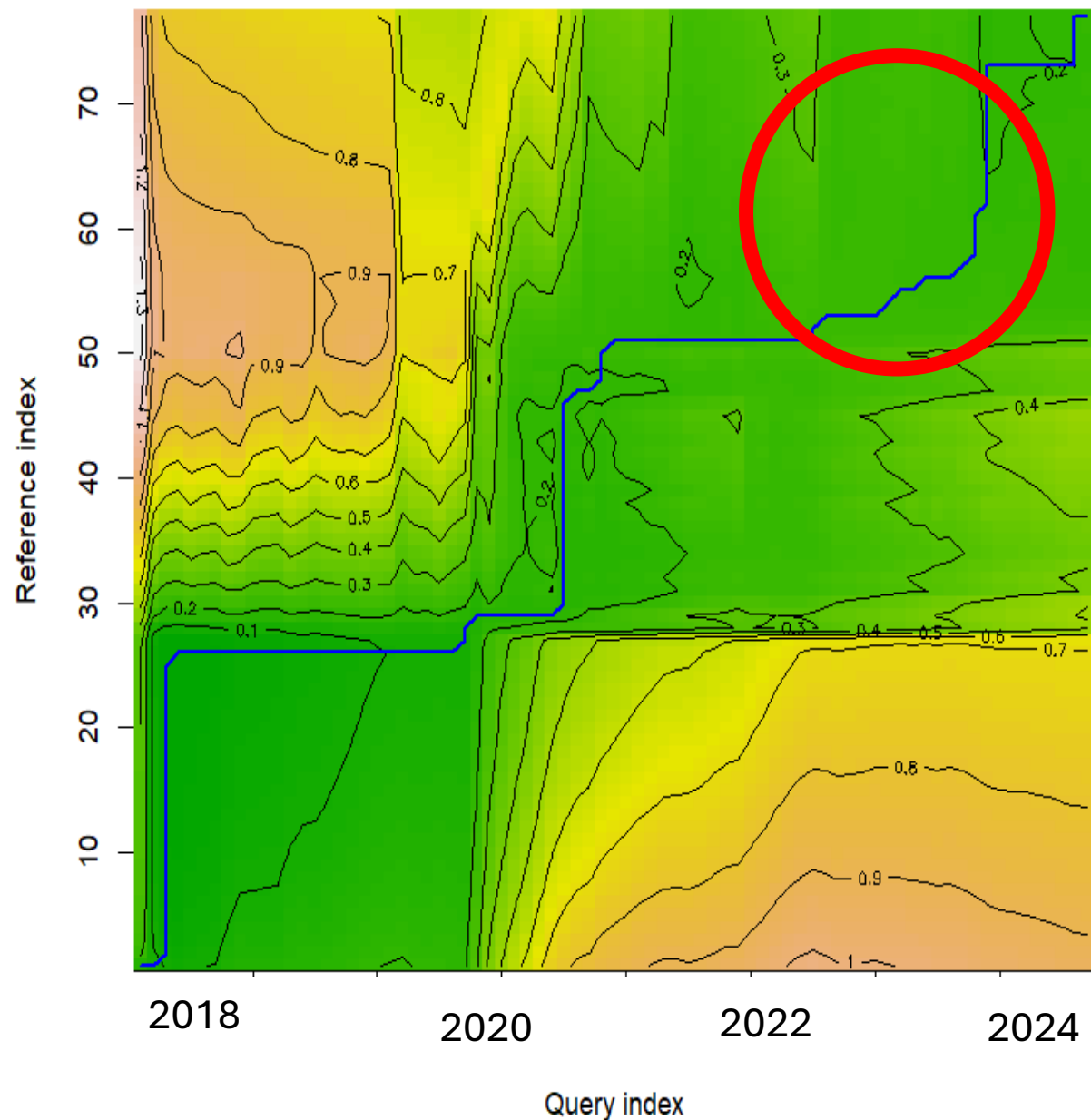
(b) Cumulative cost density with the warping path between 'Online Learning' and 'corona'






(a) Pointwise comparison between 'Online Learning' and 'covid'



(b) Cumulative cost density with the warping path between 'Online Learning' and 'covid'



In response to this sudden massive transfer from traditional classroom learning to online learning, UNESCO took immediate action by publishing a list of existing tools to facilitate distance education during the period of school closure.

ENGLISH ▾

COVID-19Global Education CoalitionWhat we doStories & IdeasResources

Distance learning solutions

[More on UNESCO's COVID-19 Education Response](#)

The list of educational applications, platforms and resources below aim to help parents, teachers, schools and school administrators facilitate student learning and provide social care and interaction during periods of school closure. Most of the solutions curated are free and many cater to multiple languages. While these solutions do not carry UNESCO's explicit endorsement, they tend to have a wide reach, a strong user-base and evidence of impact. They are categorized based on distance learning needs, but most of them offer functionalities across multiple categories.


Resources to provide psychosocial support

- [InterAgency Standing Committee guidelines](#) to protect and improve people's mental health and psychosocial well-being in the midst of an emergency
- [WHO mental health and psychosocial guidance during the COVID-19 outbreak](#)
- UNICEF guidance on [how teachers should talk to children about COVID-19](#)
- UNICEF guidance on [how parents and caregivers can talk children about COVID-19](#)

Digital learning management systems

- [CenturyTech](#) – Personal learning pathways with micro-lessons to address gaps in knowledge, challenge students and promote long-term memory retention.
- [ClassDojo](#) – Connects teachers with students and parents to build classroom communities.
- [Edmodo](#) – Tools and resources to manage classrooms and engage students remotely, offering a variety of

UNESCO (2020). Distance learning solutions. [Online; accessed 13-May-2020]. <https://en.unesco.org/covid19/educationresponse/solutions>


TOP

Google Trends Analysis in Distance Education

- **Aim:** To explore if Google Trends search queries can be used as a proxy to quantify the popularity and public interest in various distance education options during and after the COVID-19 pandemic.
- **Google Trends:** An open-source web analytics tool offering insights into internet search behaviour.
- Provides a **relative search volume** scaled from 0 to 100, indicating interest relative to the highest point in the series for the chosen region and time.
- A value of 100 indicates the peak popularity of a term within the specified time frame.

Google Trends Analysis in Distance Education

- **Timeframe:** December 2019 to April 2024
- **Key Questions:**
 - What solutions have emerged to meet the demands of distance education during and post COVID-19? (Emergent Solutions)
 - Which distance learning solutions have garnered widespread attention and public interest? (Public Interest)
- Selected search terms based on UNESCO's list of distance learning solutions (UNESCO, 2020).
- Concentrated on the education category to improve data relevance and accuracy (Vaughan & Romero-Frías, 2014).
- Avoided acronyms to prevent confusion, focusing on specific tools and techniques in the market (Vaughan & Romero-Frias, 2014).

Segmentation of Analysis

- Digital learning management systems
- Systems designed for basic mobile phone usage
- Systems with strong offline functionalities
- Massive Open Online Course (MOOC) platforms
- Self-directed learning resources
- Mobile reading apps
- Collaboration platforms facilitating live-video communication
- Tools for educators to create digital learning content
- External repositories of distance learning solutions
- Tools for Online proctoring
- Psychosocial support

Handling Google Trends Query Limitations

- In Google trends, it is possible to search for only up to five queries at a time.
- Under each segmentation, we entered up to five distance learning tools at a time and recorded their relative ranking scores.
- An iterative pairwise comparison was used to identify tool with the highest relative ranking score during the study period.
- Used this highest-ranked tool as a reference point for obtaining the relative ranking scores of other tools.



Image Source: <https://www.didasko-online.com/wp-content/uploads/2022/09/LMS-and-learning-icons-with-man-using-computer-as-background.jpg>

Digital learning management systems

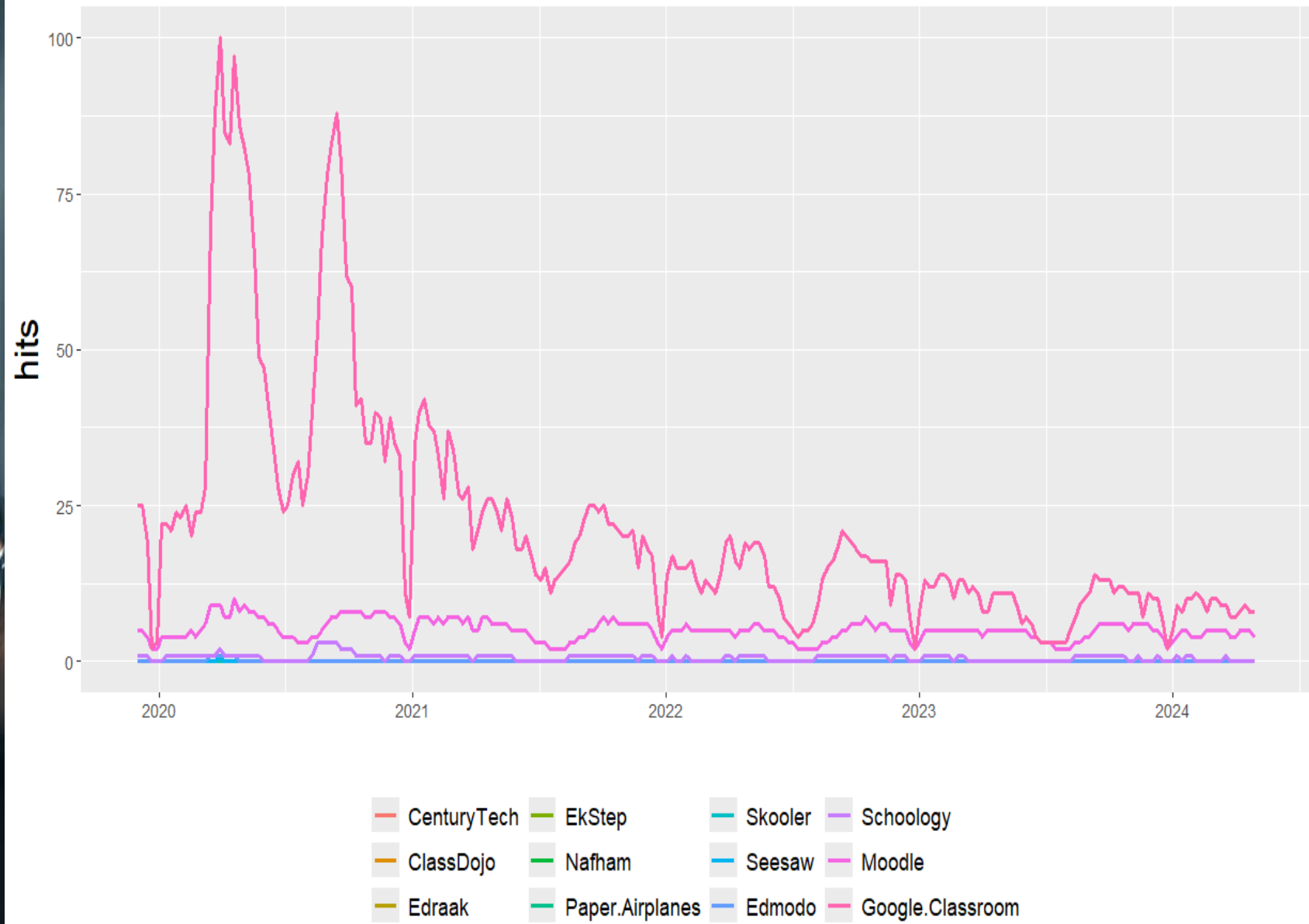




Image Source: <https://www.intelligenthq.com/wp-content/uploads/2018/06/Online-course-certificates.jpg>

Massive Open Online Course (MOOC) platforms

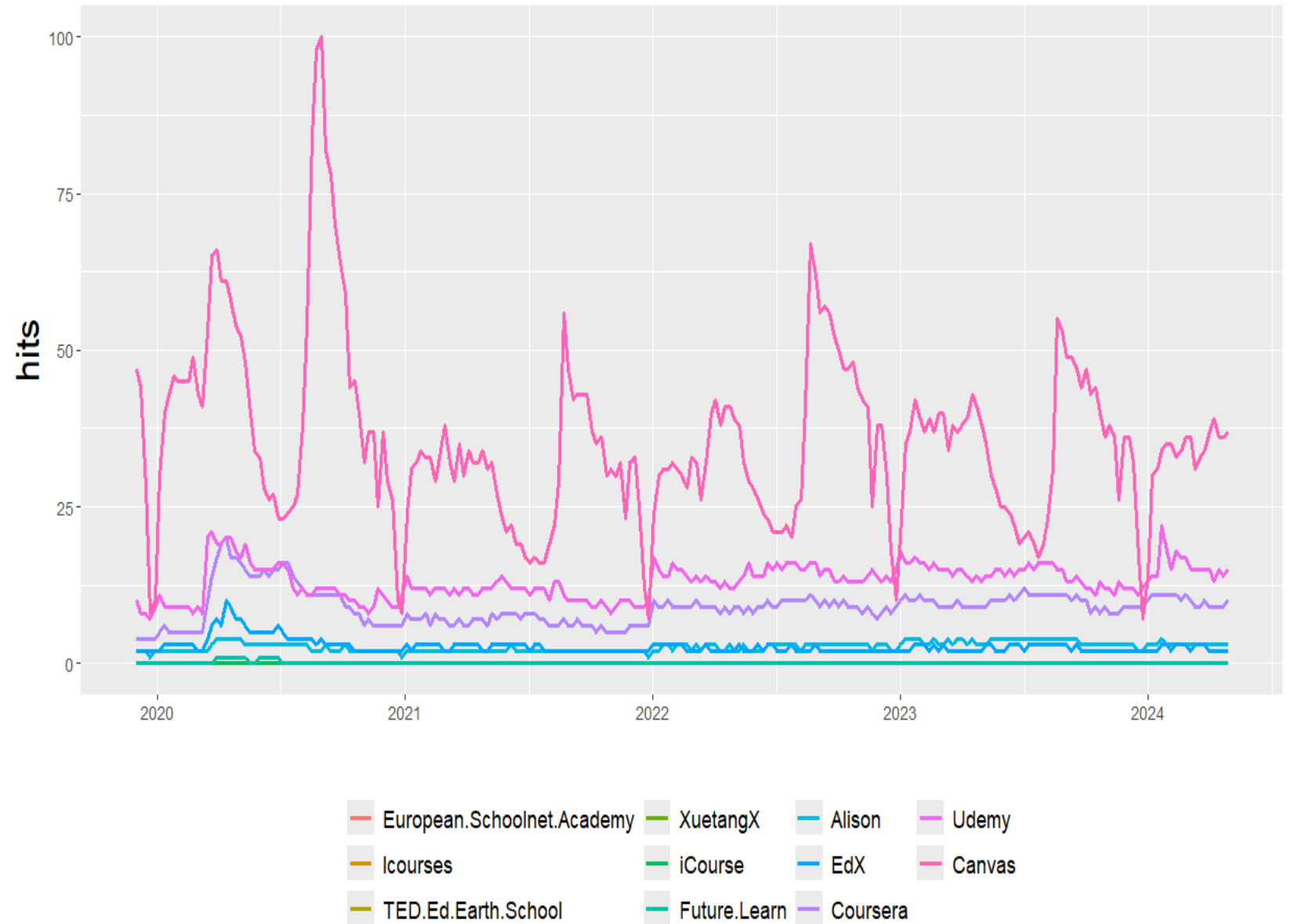




Image Source: [https://www.linkedin.com/pulse/lack-training-teachers-use-new-technologies-why-our-education-/](https://www.linkedin.com/pulse/lack-training-teachers-use-new-technologies-why-our-education/)

Tools for teachers to create of digital learning content

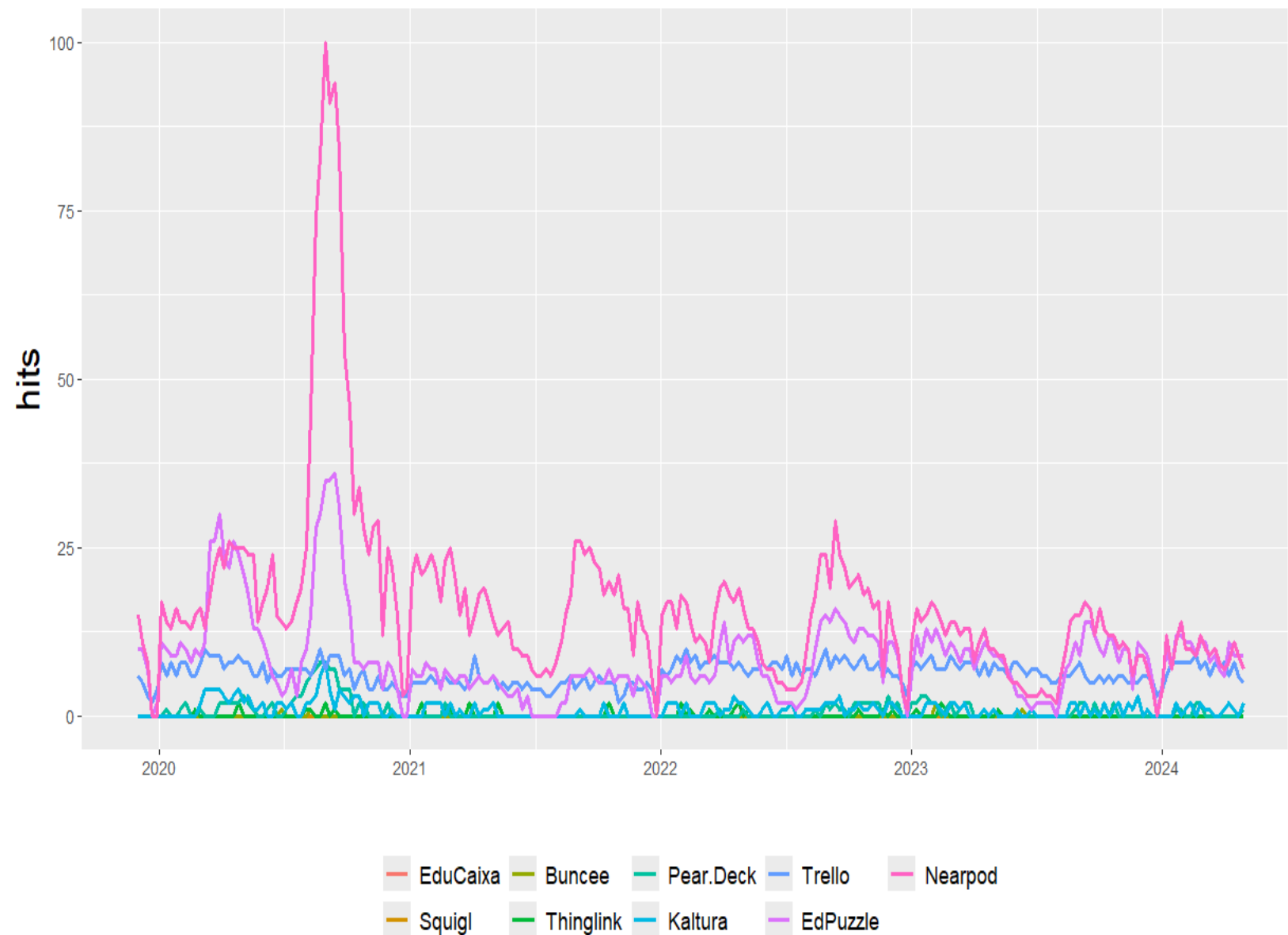
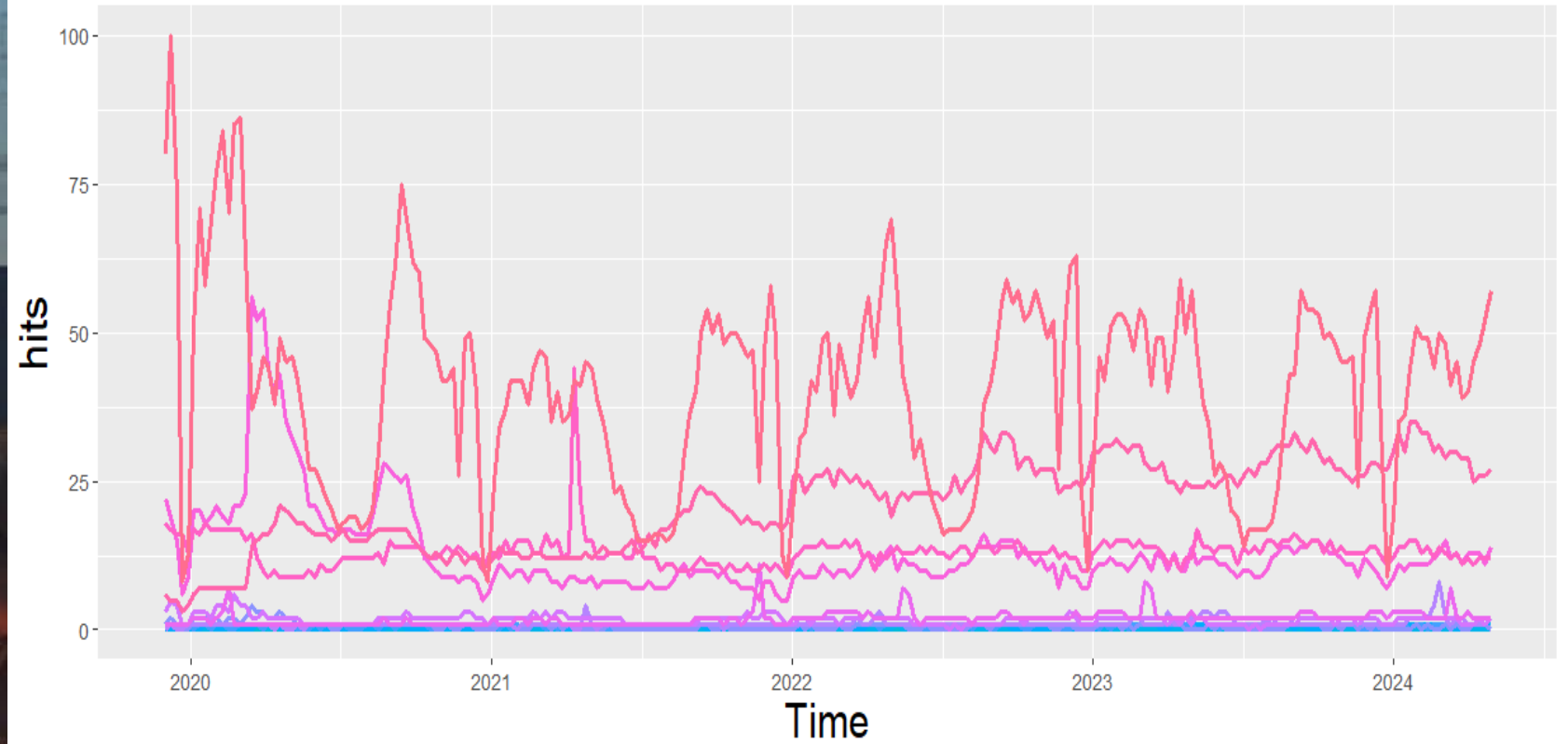




Image Source: <https://easy-peasy.ai/ai-image-generator/images/self-directed-learning-unlock-educational-journey>

Self-directed learning content

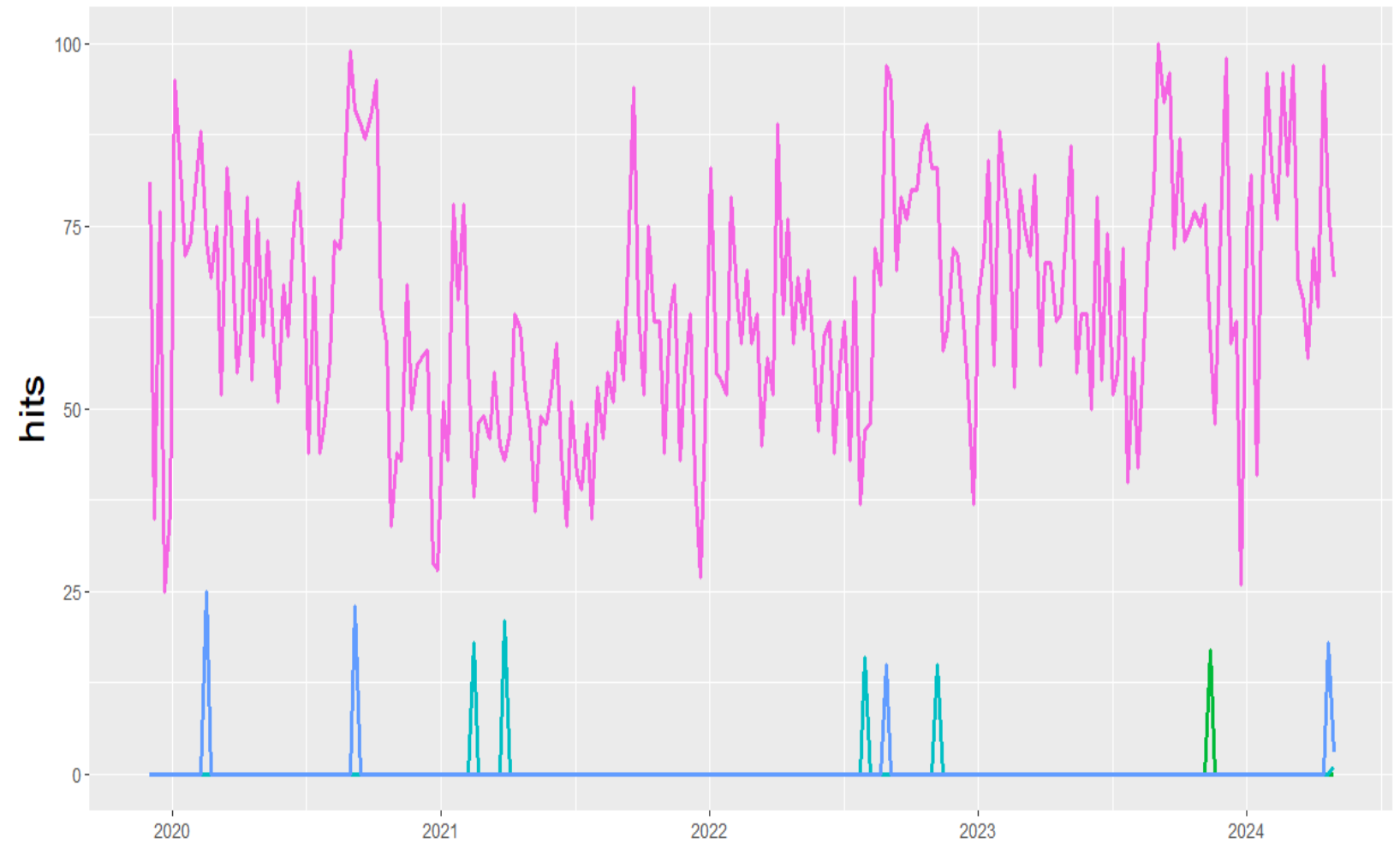


Byju.s	LabXchange	Smart.History	Discovery.Education	Duolingo
Edraak	Mosoteach	Code.Week	Madrasa	Quizlet
Facebook.Get.Digital	Music.Crab	Mindspark	Code.org	
Feed.the.Monster	OneCourse	Geekie	Code.It	
History.of.Africa	Polyup	Siyavula	Khan.Academy	
KitKit.School	SDG.Academy.Library	ABRA	British.Council	



Image Source:
https://beerconnoisseur.com/sites/default/files/blogs/2022/role_of_education_in_the_modern_world_of_technologies/remote-working-1024x681-1-900x599-1.jpg

Mobile reading applications



African.Storybook Global.Digital.Library Room.to.Read
Worldreader StoryWeaver Reads



Image Source: <https://s39613.pcdn.co/wp-content/uploads/2021/05/during-covid19-attractive-woman-gestures-during-virtual-meeting-with-picture-id1293927641.jpg>

Collaboration platforms that support live-video communication

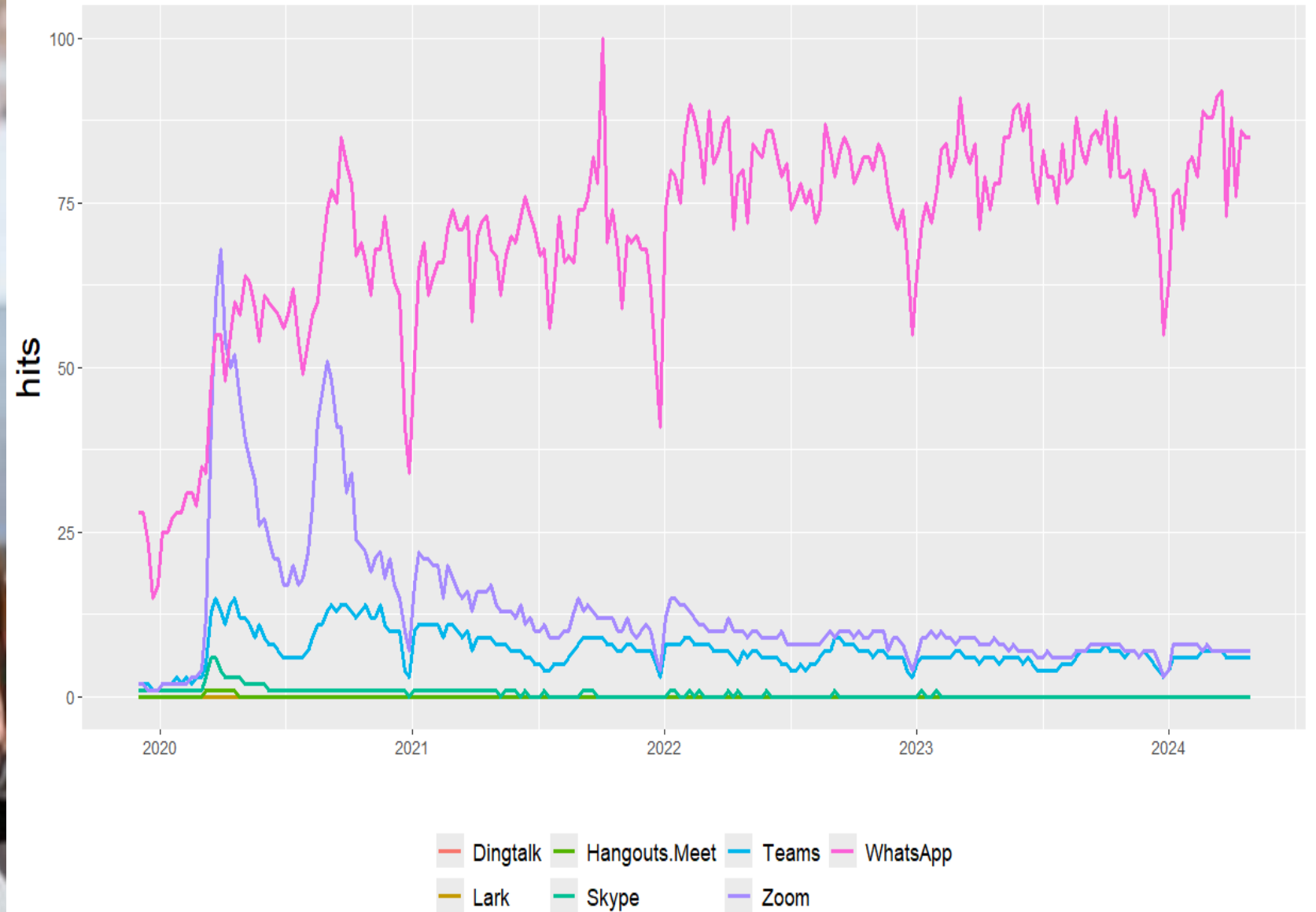
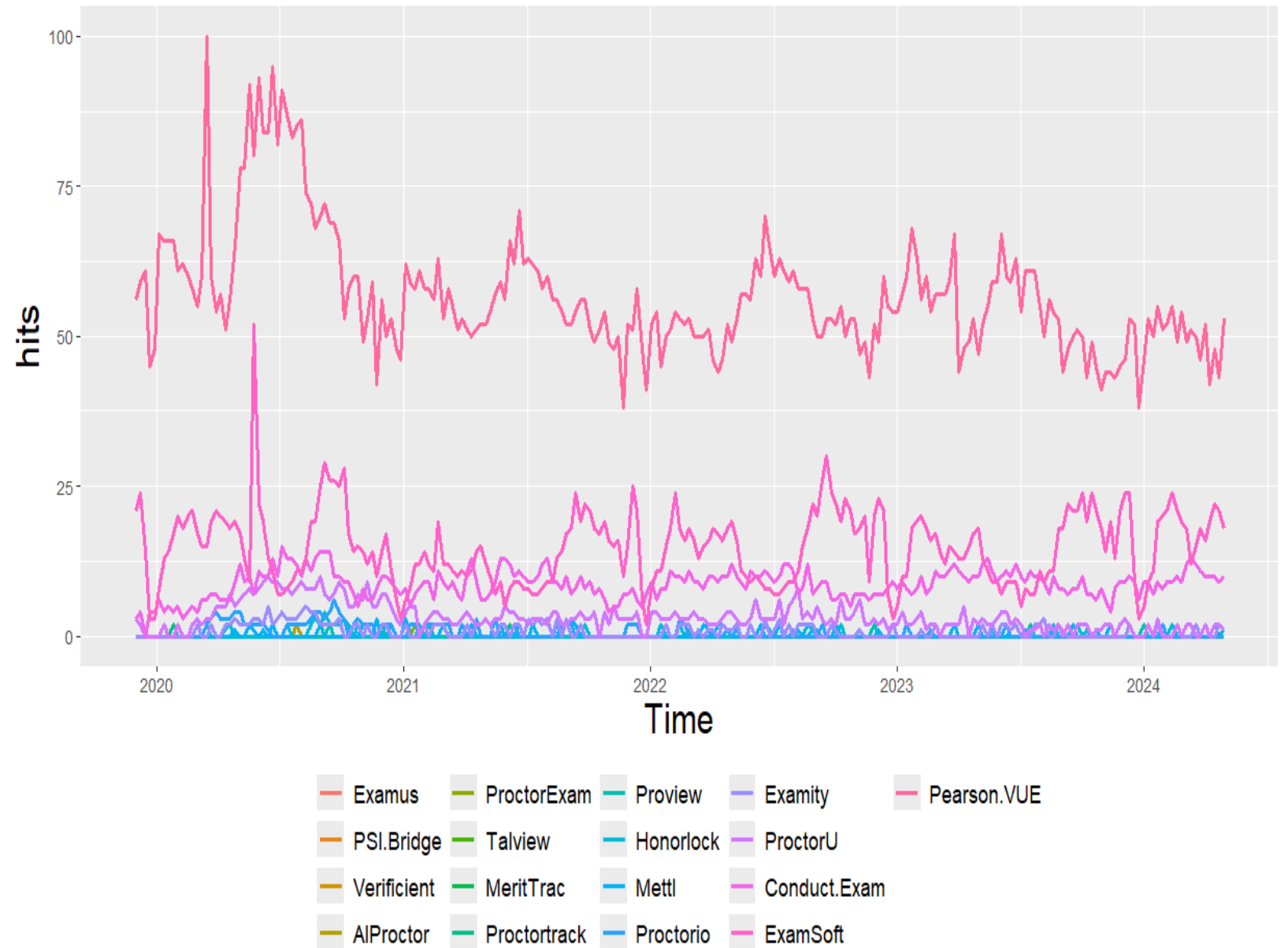




Image Source: <https://cdn.elearningindustry.com/wp-content/uploads/2021/01/is-remote-proctoring-the-future-of-academia.png>

Tools for online proctoring





External repositories of distance learning solutions

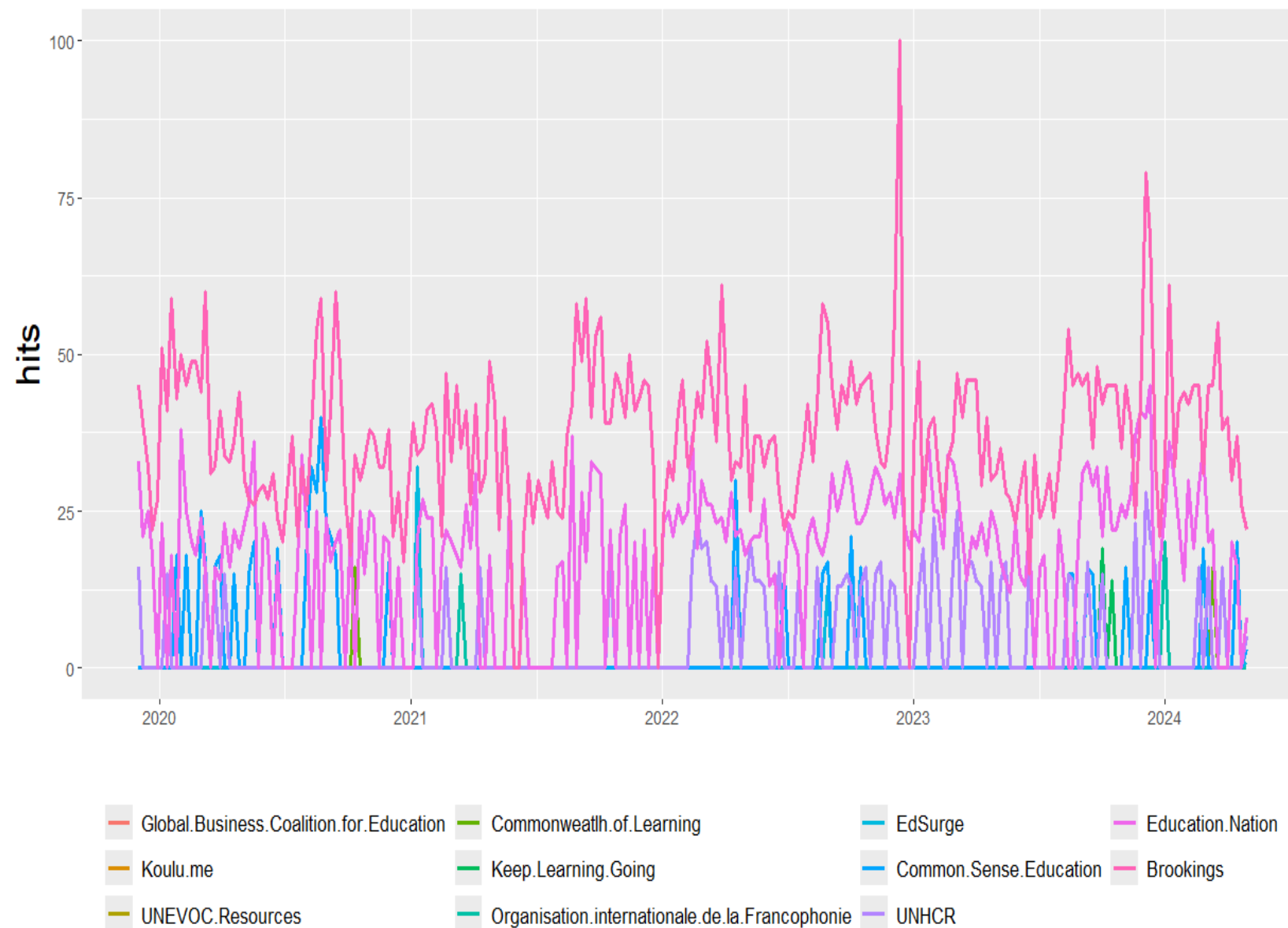


Image Source: <https://www.languagemagazine.com/wp-content/uploads/2020/03/GettyImages-1174366520-300x174.jpg>



Systems with strong offline functionality

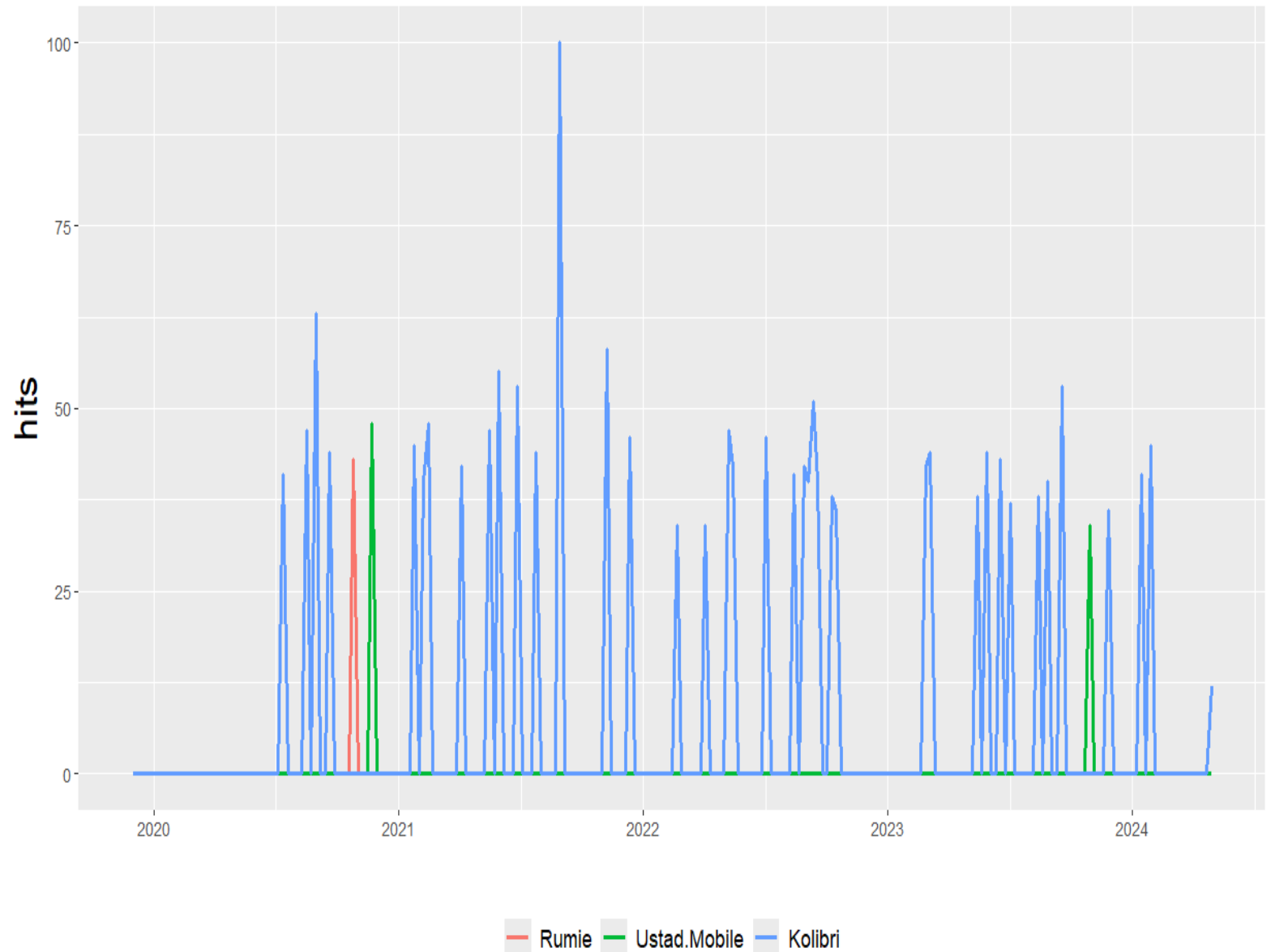
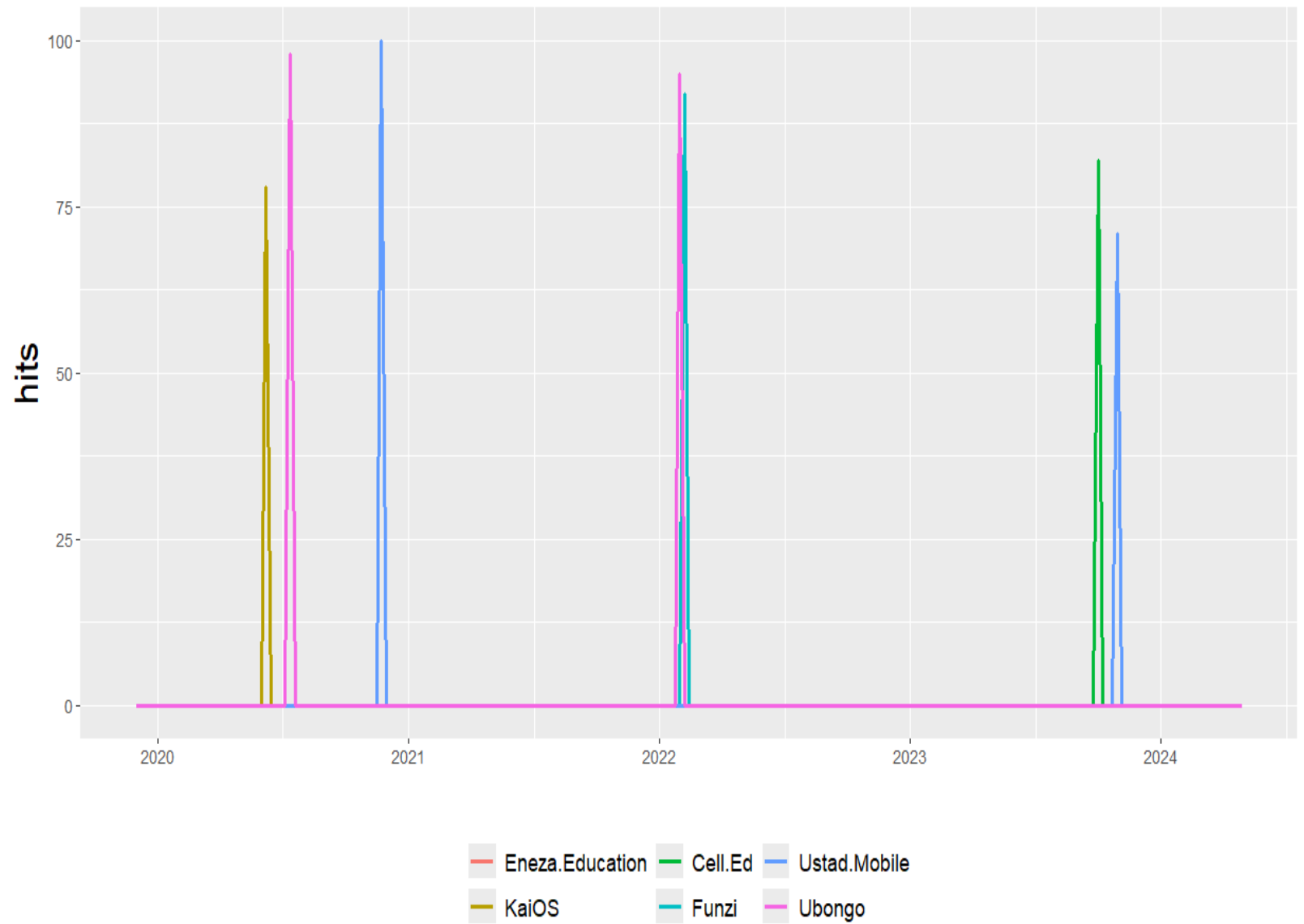


Image Source: <https://medium.com/@i.vikash/designing-a-mobile-application-architecture-for-offline-use-e03e7731f4f2>

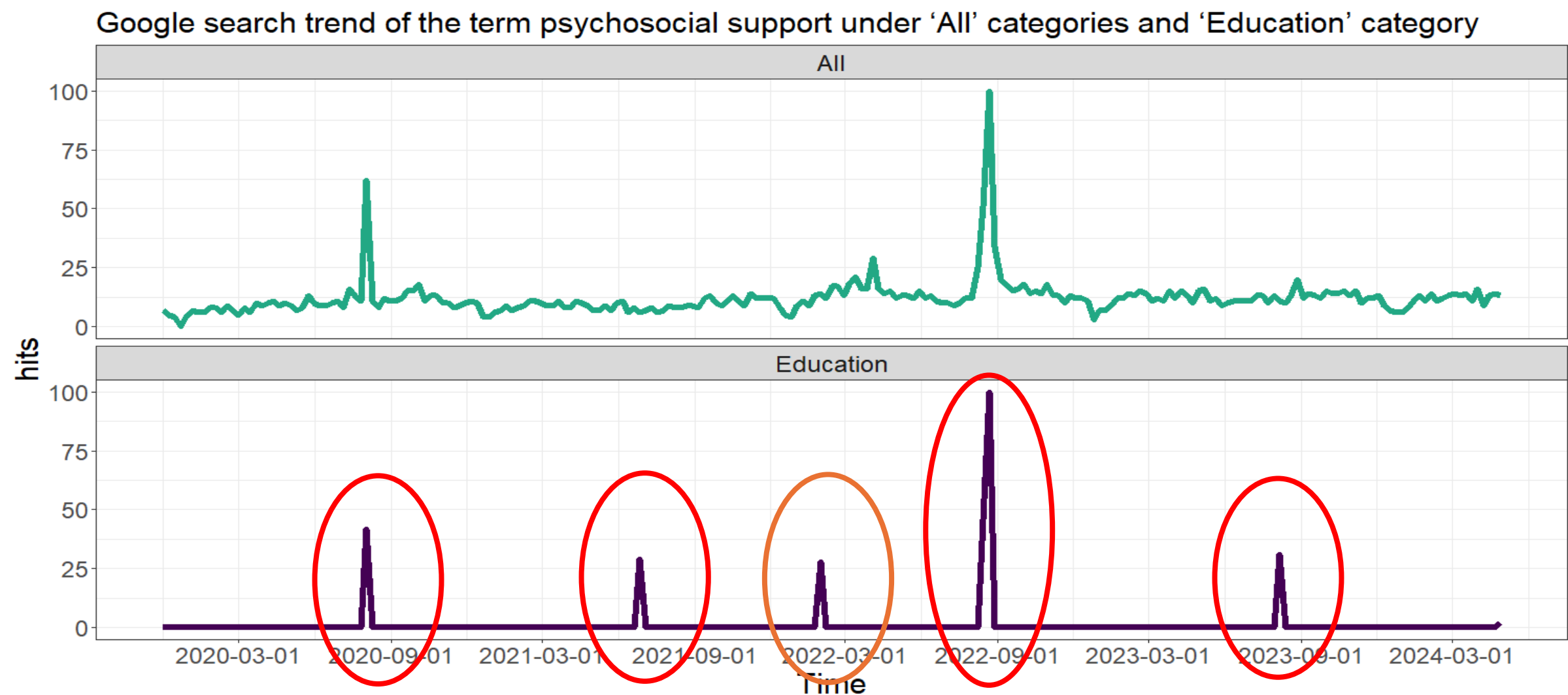


Image Source: <https://elearningindustry.com/wp-content/uploads/2020/09/mobile-learning-what-is-it.jpg>

Systems built for use on basic mobile phones

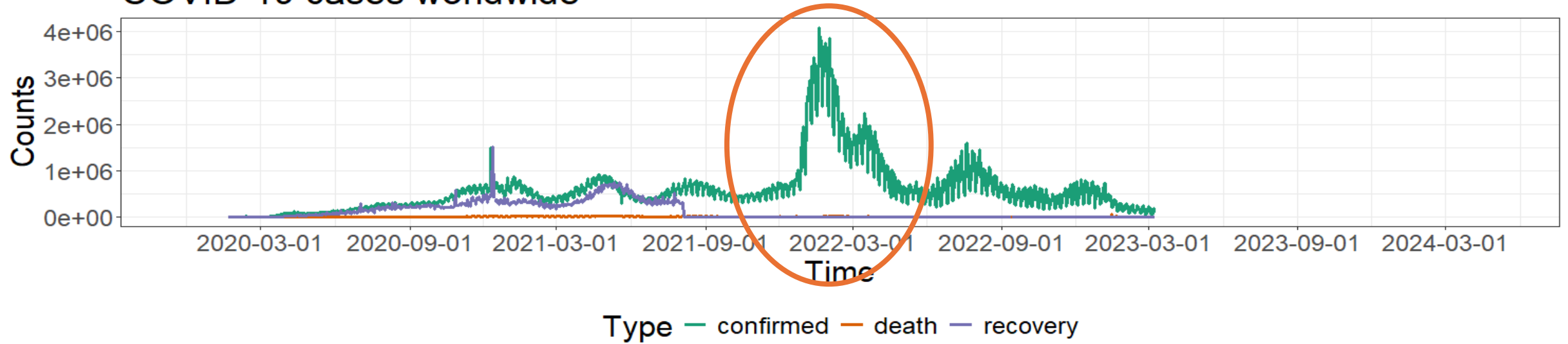


Effective psychosocial support is very important for improving the mental health and overall well-being of students and teachers during a pandemic

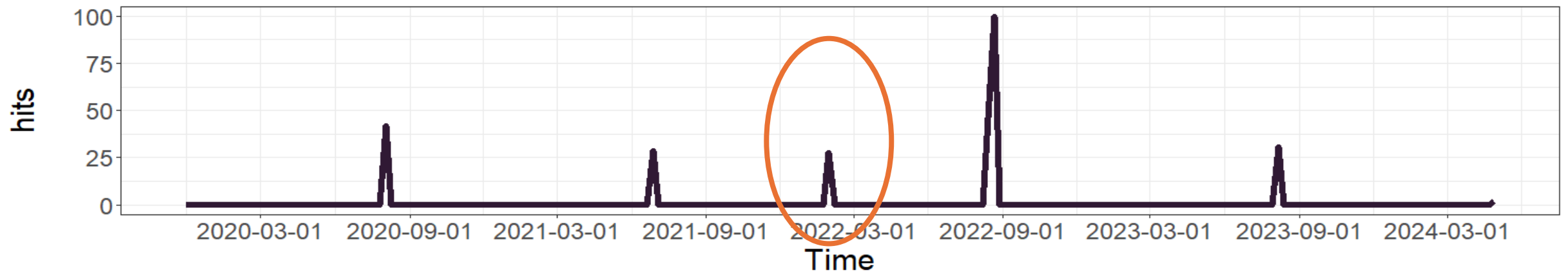


Align with academic breaks in most parts of the world.

COVID-19 cases worldwide



Google search trend of the term psychosocial support under 'Education' category



Analyzing secondary data in this manner is very important, as these characteristics may be overlooked due to lack of engagement and communications between the students and the educators during school closures.

Main Contributions

- Facilitates navigation through the multitude of market options available.
- Enables informed decision-making with minimal time and effort.
- Provides valuable information for identifying competitors and enhancing tool efficacy.
- Guides developers and educational institutions to improve and innovate existing tools.
- Highlights the critical need to address overlooked aspects of mental health support during academic breaks and school closures.

What Next ?

- Popularity does not guarantee quality
- Future research should evaluate the efficiency and effectiveness of popular tools to ensure engaging online learning experiences.
- Reflects search behaviour of internet users only
- Further investigation at national and regional levels to understand the specific needs and challenges in different areas
- Further research should assess the accuracy, reliability, and coverage of Google Trends data to enhance its utility (Cebrián et al. ,2023)

Thank you

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Slides available at



Region wise tracking of COVID-19 caused school closures and re-openings

