# The Use of Technology to Enhance Distance Learning for Community Development: An Asian Perspective

## Sarvesh Raj Rocque, PhD

Training Specialist - Amity University Madhya Pradesh

**Abstract:** As a result of the Covid 19 pandemic, many countries in the Asian region experienced a persistent learning crisis that was eventually solved by utilizing technology in order to facilitate distance learning and community building as a result of the pandemic. Using technology in the context of distance education contributes to the development of communities as a whole. It has been shown that there are many benefits to sustainable development, such as reducing poverty, guiding sustainable economic growth, preventing inequality and injustice, improving health - especially that of women and children - and protecting the environment, among others. Educating children and adolescents leads to the empowerment of these children and adolescents. It is estimated that there are 59% of the world's population living in the Asian region, which represents the majority of the world's population. In the last decade, a number of countries in the Asian region have achieved impressive progress and have increased enrollment, retention, and completion rates as well as reducing the gender gap in education through the use of technology which has empowered community development initiatives.

**Keywords:** Distance Learning, Community development, Technology and distance learning, Distance learning for community development, Asian community development.

## 1. Introduction

Daniel Granger (1990) discusses in-depth the topic of how open universities can close the distances between students and an education. As a result of the pandemic, many countries in the Asian region experienced a persistent learning crisis. As a result of the pandemic, it is estimated that there are at least 45 million children who are out of school or do not have access to quality education due to their socio-economic status, their geographic location, their disability, their ethnicity, their linguistic background, or their gender. In spite of the fact that enrollment levels have increased in many countries across the region, millions of children are still unable to learn as much as they should be in many of these countries. A detailed discussion of lifelong learning and distance education is presented in Media and Adult Learning: A Forum: Lifelong learning and distance education by Knapper, Christopher (1988). There is an estimate that 19 percent of children living in the United States live in a state of poverty with regards to their learning. There are a great number of children who aren't able to read even a simple text by the age of nine years old, let alone comprehend it. Today, there is a large number of children who graduate from primary school without knowing the fundamental skills of numeracy and literacy, let alone the essential skills needed to find meaningful employment, maintain a healthy life, and actively participate in society, and it is estimated that many of these children graduate from primary school without having such skills.

It is possible that a student may feel alone in their academic journey when they are unable to access a physical classroom for the duration of the covid pandemic. This is because if they do not have access to a physical classroom they may feel isolated from the rest of the class. Students tend to be disengaged from the learning process because of a lack of peer accountability and a sense of belonging among their peers, which is a major contributing factor to their disengagement from the learning process. It should be noted that although teachers have done a great job of building a sense of community and empowering students, there is still much more they can do. Despite the fact that some teachers may not feel that they are making a difference or that they cannot see the results, despite the fact that they may not see the benefits of distance learning or that they feel that they are not making a difference, they are still building community powerfully, even when they do not see the results.

The covid pandemic has been estimated to have forced more than 85 percent of schools worldwide to shut down as a result of the disease. The use of platforms such as the one below is one of the methods through which many organisations within the education sector are adopting online remote learning. It has been noted that there have been some concerns regarding the impact that this transition may have on students who do not have access to an internet-enabled device or a stable Internet connection that allows them to access the Internet. Since the covid pandemic began, many students and teachers have found it difficult to continue synchronous learning due to the disruption caused by distance education. As educators, we experienced a significant and negative impact when we were no longer able to teach in real time and were forced to switch to asynchronous instruction, which negatively affected our ability to cope with the transition as well as posed a number of legal challenges, particularly with regard to copyright issues. A recent study, which was carried out to examine the benefits and drawbacks of online education, found that in the case of online education, students have had difficulty producing their own work as a result of the online education system. According to the results of the study, teachers should reduce the amount of information given to students during a lesson, as well as add more activities to encourage students to create their own work during the lesson.

While the covid pandemic was in full swing, students were able to access content asynchronously through the virtual teaching sessions that were being conducted during that period. As a way to keep track of their thoughts and reflections, as well as to share and build maps of ideas, they each had an online journal space in which they could collect their thoughts and reflect, and collaborate in a way that would reduce the need for them to have live meetings by collecting their thoughts and reflections online. As long as you set up groups where everyone has a certain level of authority to keep a flow going, you will be able to avoid every member of the team from working at the same time at the same time. When the author noticed that his students seemed to be changing jobs as a means of exploring and exploring the various roles that they could be involved in, he took note of this. Some students preferred to play a game called "Roblox", in which they collected new words they encountered and found out the etymology, definition, and connotations of these new terms by playing a game called "Roblox". It is also worth noting that other volunteers acted as reference archivists, building up a collection of useful websites, readings, and references related to the topic. Some of the volunteers also volunteered to be curators for other students, collecting information about the sites, evaluating their validity, and assisting in placing them within the context of the learning activities by helping to place them in the context of the information they gathered. There were some people who preferred to create mind maps of related terms and links in order to increase their relevance, or to create artistic models and creations inspired by the responses to the learning process in order to increase their relevance.

## 2. Distance Learning Enabled by Technology

The term distance education is also known as distance learning, and it is a type of education that can be provided to students who are unable to always be physically present at a school, and it also involves a situation in which the student and the teacher are separated in terms of both time and space. A correspondence course used to be offered in the past. In this case, a student would correspond with the school via mail in order to complete their studies by completing correspondence

**International Journal of Inclusive and Sustainable Education**
For more information contact: mailto:editor@inter-publishing.com

Volume 2, No 1 |
Jan - 2023

courses offered by the school. It has evolved into a technology-mediated mode of learning that is based on video conferencing, mobile apps, teleconferencing equipment, and the internet as well as the advancement of technology, which has contributed to the development of distance education as a technology-mediated modality. In the modern day, there is a large part of the education being conducted online, and the technology is usually used as a method of mediating, or facilitating, the learning process. It is important to understand that distance learning can consist of a completely distance learning program, or it can consist of a blended or hybrid program that combines distance learning with traditional classroom instruction, depending on the nature of the program. There is also the possibility of combining distance learning with a complementary virtual environment in order to facilitate virtual teaching (e-learning) with distance learning.

## 3. Community Building and Distance Education

As learners become involved in a learning environment in which shared norms and a sense of community are established that is conducive to learning, they will have an increased opportunity to engage with others, take risks, receive feedback, and ultimately learn more by engaging in a respectable learning environment. In asynchronous learning environments, community-building is still possible by using online discussion boards, social media networks, and collaborative annotation tools in shared documents and whiteboards as well as collaborative annotation tools in asynchronous learning environments. There is no doubt that students who are usually involved in independent distance learning experiences appreciate the flexibility of being able to complete coursework at any time and from any location. Learning independence should not be restricted in any way in order to avoid causing difficulties for the learner. It is also important to note that research indicates that it is important to create learning environments that accommodate the wide range of student needs and that there is not one single virtual learning environment that will meet the learning needs of every student.

In order to describe the organization or group of people who have a sense of belonging to a particular community, there is a definition of the word community that can be used to describe the organization or group. In most cases, this is because they have a similar interest, experience, or goal in common. It has been demonstrated by researchers and scientists that both students and instructors who are engaged in a learning community are both engaged in a collective inquiry process. Students and instructors will be able to engage in more collaborative discussion and mutual support both academically and socially as a result of this. A sense of community in the classroom refers to creating a space in which students and teachers are committed to a shared learning goal and pursue that goal through frequent collaborations and social interactions with each other in order to achieve that goal. A sense of community within the classroom can only be created and built through intentional planning and deliberate pedagogical choices with the aim of cultivating and reinforcing positive classroom interactions between the participants.

## 4. Best Practices as part of this research

There has to be a sense of community among students across all modes of delivery within a course in order for it to be successful. As a result of this, the students will be able to participate actively in the lessons and become successful participants in the course. As a result of several studies, it has been found that students who feel part of their academic community, are valued by each other, and can count on each other for emotional, social, and cognitive support are more likely to participate in dialogues, reflect on their learning, and take responsibility for their own learning if they feel like they are part of their academic community.

In general, community-building strategies can be categorized into three broad categories that can be used to build community as part of distance learning programs through the use of technology social icebreakers, metacognitive activities, and content-based activities. The strategies presented here are not meant to be prescriptive in any way and they should only be regarded as suggestions and not as a prescription. The following examples of activities may be adapted and modified to suit your own teaching context in order to make them relevant. In order to successfully implement community building strategies, it is critical that you take into consideration the context in which your students

are working, the technologies that you and your students use, and what needs to be prepared and established prior to your students interacting and collaborating as a whole class or in small groups.

There have been many reports of students feeling alone and isolated during this pandemic, since they have switched from offline environments to online environments as a result of this pandemic. It has been observed that distance learning courses that are designed solely with the intention of allowing students to work on their own are more likely to exacerbate this disconnect. Asynchronous learning signifies a process in which students access an asynchronous classroom and then watch videos, read articles, and complete assignments at their own pace while accessing the course. It has also been observed that students turn on their mobile applications, internet and microphones during a synchronous meeting without engaging with their peers during the meeting, even though they are attending a synchronous meeting in real time.

## 5. Conclusion

There is no doubt that distance learning is becoming a very prominent aspect of higher education because it serves the needs of a pool of nontraditional students who find that education is necessary for them to become part of the workforce in today's information age as it meets the needs of an ever expanding pool of nontraditional students. As opposed to the industrial era when skills were relatively fixed, today education is essential to meet employers' growing demand for constantly evolving skills-as opposed to during the industrial era-in order to keep up with employers' increasing demands for continuously evolving skills. Since distance learning has developed as a convenient, flexible, and manageable option for these segments of society as a result of their development, it has become an increasingly popular choice. The students who are taking asynchronous distance courses work at different times during the day and night in mobile apps located miles apart from each other. This is despite the fact that they are being taught at different times. The sense of being alone is one of the most significant obstacles to students joining a community of learners. This community will support one another in overcoming this feeling of being alone.

As a general rule, education organizations tend to be slow to adapt to new technologies, so Covid-19 has made it mandatory for schools to be able to adapt to new technologies and learn how to use the online and digital resources that are available to them effectively. Due to their ease of use, internet and mobile app based conferencing has gained a lot of popularity in recent years due to its increased popularity since 2008. Students who have limited access to physical courses are increasingly turning to online learning in order to complete their degrees as an option for those who are unable to attend classes in person. It has been shown that students who participate in online courses are just as likely to succeed as those who attend conventional courses, according to research. The use of digital classroom technologies has an added benefit of allowing those living remotely to gain education. This is in addition to, as well as those with busy schedules to fit in their learning as well.

## 6. REFERENCES

1. Baisya, Rajat K., and Siddhartha Paul Tiwari. "E-governance Challenges and Strategies for Better-managed Projects." *Emerging Technologies in E-Government* (2008): 203-208.

2. Beaudoin, Michael. "The instructor's changing role in distance education." *American Journal of Distance Education* 4.2 (1990): 21-29.

3. Dede, Christopher J. "The evolution of distance learning: Technology-mediated interactive learning." *Journal of research on Computing in Education* 22.3 (1990): 247-264.

4. Granger, Daniel. "Open universities: Closing the distances to learning." *Change: The Magazine of Higher Learning* 22.4 (1990): 45-50.

5. Knapper, Christopher. "Media and adult learning: A Forum: Lifelong learning and distance education." (1988): 63-72.

6. Moore, Michael. "Self-directed learning and distance education." *International Journal of E-Learning & Distance Education/Revue internationale du e-learning et la formation à distance* 1.1 (1986): 7-24.

**International Journal of Inclusive and Sustainable Education**
For more information contact: mailto:editor@inter-publishing.com

Volume 2, No 1 |
Jan - 2023

7. Riel, Margaret M., and James A. Levin. "Building electronic communities: Success and failure in computer networking." *Instructional science* 19.2 (1990): 145-169.

8. Siddhartha Paul Tiwari., and Baisya, Rajat K. "E–governance and its impact on enterprise competitiveness: Trends, Status and Challenges." *MDI, Gurgaon INDIA in Association with Australian Centre for Asian Business, University of South Australia, Adelaide, AUSTRALIA* (2014): 1.

9. Tiwari, Siddhartha Paul. "Emerging Technologies: Factors Influencing Knowledge Sharing." *World Journal of Educational Research* (2022).

10. Tiwari, Siddhartha Paul. "Information and communication technology initiatives for knowledge sharing in agriculture." *arXiv preprint arXiv:2202.08649* (2022).

11. Tiwari, Siddhartha Paul. "Knowledge Enhancement and Mobile Technology: Improving Effectiveness and Efficiency." *arXiv preprint arXiv:2208.04706* (2022).

12. Tiwari, Siddhartha Paul. "Knowledge Management Strategies and Emerging Technologies--An Overview Of the Underpinning Concepts." *arXiv preprint arXiv:2205.01100* (2022).

13. Tiwari, Siddhartha Paul. "Emerging trends in soybean industry." (2017).

14. Tiwari, Siddhartha Paul. "Re-emergence of Asia in the New Industrial Era." *Technium Soc. Sci. J.* 29 (2022): 471.

15. Tiwari, Siddhartha Paul. "Organizational Competitiveness and Digital Governance Challenges." *Archives of Business Research* 10.3 (2022).

16. Tiwari, Siddhartha Paul. "The Potential Impact of COVID-19 on the Asian Rural Economy: A Study Based on Asian Countries." *Journal of Education, Management and Development Studies* 2.3 (2022): 1-7.

17. Tiwari, Siddhartha Paul, and S. P. Tiwari. "Is export-oriented and currency dynamics-based Indian soybean revolution environment-friendly." *Current Science* 114.08 (2018): 1604-1605.

18. Tiwari, Siddhartha Paul. "Covid-19: Knowledge Development, Exchange, and Emerging Technologies." *International Journal of Social Science Research and Review* 5.5 (2022): 310-314.

19. Tiwari, Siddhartha Paul. "Knowledge Management Strategies and Emerging Technologies-an Overview of the Underpinning Concepts-Siddhartha Paul Tiwari." (2022).

20. Tiwari, Siddhartha Paul. "Strengthening E-Commerce Product Launches-Improving Efficiencies from Development to Production." *Project And Technology Management Foundation (A Non-Profit Organization) Member of Asia Pacific Federation of Project Management* 1.2 (2015): 4-6.

21. Tiwari, Siddhartha Paul. "Editorial: Project and Technology Management Foundation (PTMF) Newsletter (June, 2015)" *3-1*(2015).

22. Tiwari, Siddhartha Paul. "Strengthening E-Commerce Product Launches-Improving Efficiencies from Development to Production." *GMM Content Creators Workshop on Countering the Narrative of Violent Extremism - Kuala Lumpur, Malaysia* (2015).

23. Tiwari, Siddhartha Paul. "Business: Innovation & Survival, by a Googler." (2015).

24. Tiwari, Siddhartha Paul. "Editorial: Project and Technology Management Foundation (PTMF) Newsletter (December, 2014)" *3-1*(2014).

25. Tiwarim, Siddartha Paul. "Knowledge Enhancement and Understanding of Diversity." Technium Soc. Sci. J. 30 (2022): 159.

26. Tiwari, Siddhartha Paul. "Exploring the Linkage Between a Successful Digital Campaign and Gaming." *Casual Connect, Asia Pacific, Singapore* 1 (1) (2014): 5-6.

27. Tiwari, Siddhartha Paul. "Diversity and its importance in today's corporate environment." *https://dms.iitd.ac.in/guest-speakers/* (2015): 1.

28. Tiwari, Siddhartha Paul. "Workshop on Digital Marketing: Credit Course, IIM, Indore (2010) https://www.iimidr.ac.in/wp-content/uploads/AnnualReport-2010-11.pdf 1, 1-24.

29. Wong, Emelita L., et al. "Accessibility, quality of care and prenatal care use in the Philippines." *Social Science & Medicine* 24.11 (1987): 927-944.

30. Zhang, Mingyuan, et al. "The prevalence of dementia and Alzheimer's disease in Shanghai, China: impact of age, gender, and education." *Annals of Neurology: Official Journal of the American Neurological Association and the Child Neurology Society* 27.4 (1990): 428-437.