Distance learning in extreme conditions

The emergency porting of training to a remote format in the context of the pandemic has significant differences from well-designed online training based on mass open online courses. Educational organizations that have to work with students remotely to reduce the risks of coronavirus proliferation should be aware of this difference when evaluating the effectiveness of so-called "online learning" using distance learning technologies.

Under the threat of coronavirus spread, most universities and colleges, on the recommendation of the Russian Ministry of Science and Higher Education, decided to switch to distance education.

As a result, all face-to-face classes, including lectures, practical classes, and even laboratory classes with virtual counterparts, have been moved to an online environment.

Teachers are forced to organize the learning process through distance learning technologies based on various ways of delivering electronic content and available communication tools for students and teachers in the electronic information and education environment.

Students are forced to resort to the help of cheap essay writers, as they have no possibility to fully prepare with the teacher.

The term "online learning" itself is used whenever there is no face-to-face contact with the teacher, which leads to a substitution of concepts and incorrect conclusions.

In this situation, it would not be reasonable to use the term online learning even in relation to the use of mass open online courses, since emergency transfer of students to them in the middle of the semester without prior organizational arrangements and proper support from the authors of online courses does not allow students to fully experience the benefits of this technology.

Therefore, it is very important now to understand the concepts and determine the differences between online learning and educational technologies used in the emergency transition of universities and colleges to distance learning.

In this situation of high risk of coronavirus infection, the only possible and adequate response of universities and colleges to the external challenge was a temporary full transition to distance learning. And under these conditions, all possible resources of universities, partner universities, external content providers and services were used to implement the educational process via the Internet.

Important requirements to the system were its reliability, bandwidth of Internet channels, simplicity of content creation and placement, availability of services and platforms for teachers and students.