The Specific Form of New Media in British Education

Fei Yu

College of Social Sciences, Birmingham Business School, University of Birmingham, Birmingham, United Kingdom, B15 2TT
fxy941@student.bham.ac.uk

ABSTRACT

Due to the COVID-19, online education has become a popular trend worldwide. Many universities use digital materials, such as Zoom, Skype and Team, instead of face-to-face teaching to avoid infection. This article uses SWOT methods to describe the advantages, disadvantages, opportunities and threats of digital materials in British education. It shows that students can learn how to manage and arrange their time through online teaching. Besides, it will help professors and students to save much time to do or learn extra things and lessons. However, it also will bring some weaknesses to students, such as distraction and no communication. In order to solve these problems, many critics claim that government and education institutions demand to set up new educational systems to supervise students, even the schools. For example, schools can offer training courses for professors and lectures on how to attract students' interests in online classes. Furthermore, a website learning platform can put forward the choices for students to choose what they want to learn. However, the article still has some defects, for example, it does not have enough data to support the ideas about using online education among all the students from international homes. Moreover, although online education has a long-time use, it still becomes a new one in the new media during the Covid-19, so it does not have sufficient points and opinions to build a new system. Therefore, it causes many issues and influences when students, professors, and schools use digital materials in online classes, such as an unstable network, distraction, and no communication.

Keywords: Online Education, New Media, British Education, Extended online courses, Influences

1. INTRODUCTION

Online education is always a heated topic around the world. According to Harasim (2001), the first online courses, with executive training programmes, began in 1981[1]. Then, eLearning connects online courses with educational activities in the 1990s, called national educational networking programs [1], such as Canada's school Net. It is the first to allow all Canadian schools, museums, libraries, and aboriginal communities to connect with others. Currently, because of the Covid-19, online education has an enormous year of the digital revolution between traditional learning and online learning [2]. In this case, schools, universities and educational institutions use online teaching tools, such as Zoom, instead of face-to-face teaching. Therefore, many scientists consider that online education, to some extent, will replace offline education [3]. However, other critics that eLearning still presences some issues, such as techniques, mental health, inability to concrete [4].

Therefore, this essay will use qualitative method research with the SWOT analysis. It divides into four parts: advantages, opportunities, disadvantages, and threats. In British education, students and universities have various options for selecting particular forms of new media. For example, students can learn more new skills on the Harrow School Online platform and gain vocabulary usage on BBC Learning English. Furthermore, the article will describe how eLearning benefits British education in advantages, such as convenience and less cost. Also, it will pay more attention to the threats and disadvantages when students have their online courses. For instance, students cannot focus on the screen all the time. Besides long hours of online education, students will lack socialising skills, especially international students.

Education will no longer be limited to the classroom in the Z era, and students will have more possibilities and platforms to study and achieve their goals. As a result, the purpose of this essay is to discuss the precise types of new media that British universities have

beneficially promoted in online education. Moreover, it will put forward the problems existing in online courses. Therefore, the article aims to solve them and find the balance between the online and offline courses in British. Besides, this essay tries to help students and schools better use the online courses during the Covid-19, even in the future, which has an enormous impact on university students in British Online Education.

2. THE SPECIFIC FORM USED IN BRITISH EDUCATION

The term 'University Extension,' which refers to the expansion of facilities for full-time university education, was first used in online courses in the nineteenth century [5]. For example, the University of London began offering online foundation courses in 1831 and the University of Durham in 1835. Furthermore, in the twentieth century, most colleges have recently made their extension courses available on the internet for students or adults to study by themselves. For instance, the University of Cambridge provides short online courses in 7 weeks for personal enrichment and professional development. Also, the person who learns in these courses will earn certificates and diplomas from the University of Cambridge [6]. In addition, eLearning in the UK still offers additional online courses for acquiring skills, such as Harrow School Online, a well-known World-learning home education. International students also can have detailed grammar and word learning in BBC Learning English. They can learn how to distinguish the uniform meaning words in different using, such as "sex" and "gender". Expect eLearning to expand; due to the COVID-19, worldwide Universities will employ online teaching instead of face-to-face education from 2019 to 2021 [7]. Therefore, universities and educational institutions will use digital materials such as Zoom in British and Tengxun Meeting in China ([3]; [7]). For example, professors and teachers may utilise Zoom to share what they require to teach. Also, they can communicate with their students about their well-being, such as mental health and learning challenges. As a result, schools can easily organise significant courses and connect with students on a timely basis through the digital material of Zoom.

3. ANALYSIS

3.1. The benefits of using New Media in British education

3.1.1. Geographical or space limits

Many British learners consider that eLearning benefits students and schools in many areas [8]. Compared to traditional teaching, online learning has brought extensive development to British education [1],

such as new educational roles, as well as advanced forms of education delivery, contemporary learning domains, modern learning principles, unique learning processes and results, and new educational entities. In the new field of eLearning in British, it is appropriate for British universities to reach out to a vast network of students rather than being limited by geographical limits [9]. Also, the Communication process using web conferencing technologies allows students to engage in classroom discussions while juggling work, family, and study [8]. Besides, the students, not having enough funds or having limitations to get their studies abroad, can gain the certification of the universities when they have online courses [8]. Therefore, it is convenient for home and international students to attend classes from any place of their choosing, especially in COVID-19.

3.1.2. Time management

Also, because many digital materials, like Zoom, may record, store, and share the courses for future review and learning, students can access the learning content at their leisure [9]. Therefore, students can save time when they study online. Also, they can strengthen their knowledge about their principal courses. Through online learning, students can get the skills of time management.

Several critics recognise that time management is one of the ways to achieve success in online courses [8]. For the reason that students can arrange their time between life and study when they receive the instruction and assignment remit of lectures. Also, it is beneficial for professors to pace the time by themselves, so they use their rest time to finish the record of the courses and set it into the platform, such as Panopto.

3.1.3. Decrease the workforce

Moreover, the British universities can organise the courses suitably for home and international students and set out the online test to decrease the workforce of the staff [8]. In the interests of reason, universities can use digital technologies to regulate the plagiarism of assignments and online text.

3.2. The bad effects of using digital materials

3.2.1. Lose concentration on the screen

According to Gautam (2020), online learning provides group communications in digital materials, like Zoom, Skype and Team [9]. Some educationalists deem that these digital materials will bring an advisable circumstance for students and professors to have a many-to-many connection [9]. Besides, they consider that it will provide a chance to discuss, compare and modify a new definition or the learning knowledge [9]. However, the fact is that most students cannot focus on

the screen for the whole class time [4]. Moreover, students require to use computers, iPad, even mobile phones to have their virtual courses. Therefore, students can quickly transfer the website, such as YouTube, computer games, and videos, instead of focusing on the screen [10]. Adedoyin and Soykan (2020) claim that it has many challenges because it will increase the number of distractions and possibilities to lose concentration on the screen [11]. Professors and lecturers can inefficiently use digital materials and track students' interests to lose their patients and passion for learning because of the first year of using technologies for teaching [11]. In other words, students might quickly lose concentration on studies if they are not adequately cared for while online classes by professors.

3.2.2. Socialising skills

Besides, students will feel lonely during online teaching and decrease their socialising skills, especially international students [2]. For instance, international students will be afraid to open their mouths to communicate with foreign people. Also, students desire to use words to connect in the virtual environment instead of speaking. They will put their opinions or the structures of group work forwards on the chat board and decline the discussions of the assignments. Therefore, students will lose the skills of cooperation.

3.2.3. Internet

Additionally, electronic facilities also will have some equipment issues. Although the online community has entered a period of stability in recent years, internet connections can be unstable due to signal problems. Students cannot connect to their mobile phones or computers via a good internet connection. They may miss many important things because of buffering [11].

3.2.4. Price

While digital teaching and learning are inexpensive, it is also costly for financially disadvantaged pupils. Parents who have lost their employment due to the COVID-19 cannot purchase electronic equipment for students to use for eLearning [4]. In other words, while digital learning is accessible in this scenario, it is not easily inexpensive.

4. SOLUTIONS

Due to the influences of COVID-19, online learning will become a trend in the Z era. Several pedagogues claim that education is facing a new revolution of online learning in British [12]. For this reason, to some extent, eLearning can bring out the boundaries, like areas, time, economics. For example, it can release financial pressures on education in the UK government [12].

Therefore, they consider that the British government requires to build a new system for pedagogy.

4.1. Auxiliary tools

It demands a satisfying network suitable for worldwide students, such as VPN and SSO-keys. The University of Birmingham is an excellent example of it. It provides VPNs for international students to have the authority to surf the extranet website, like Google, YouTube, Instagram and BBC Learning. They furthermore had an influential learning time afford SSO-keys for international students, especially Chinese, to attend the Zoom Class.

4.2. Training on how to interact with students in the online class

The UK government may train professors to interact in the online learning platform [13]. Professors can conduct some interactive sessions in the class, like breakout room and group work. Therefore, if schools build collaborations, professors, lecturers and students will have a studying atmosphere to promote each other [13]. In other words, learning together boosts motivation and improves outcomes. Schools also need to collect feedback from teachers and students to change the problems immediately when they have their courses. This way, it can supervise lecturers and professors to operate the teaching process and keep students more vigilant toward rules. Many critics argue that online learning is more convenient since students may work at their speed and pick when to finish homework. However, the report shows that more and more students are starting to delay and submit their work late [11]. In order to avoid anything from happening, the best way is to keep organized by making an agenda or calendar in which students may enter their tasks and deadlines.

4.3. Setting the tutorials to help students have a better understanding

Schools can set out tutorials to present their study, health, and living well-being. It plays an essential role in alleviating their sense of confusion and disorientation about the material when schools provide clear and comprehensive guidance of courses. Students will be confident to continue learning if schools state the learning objectives, expectations, and progress appropriately. To eliminate needless speed bumps, clear instructions on how to contact and whom to contact when requiring difficulties emerge.

4.4. Having chances to choose what students want to learn

It also has many comprehensive courses for students' further study in the UK. Students can choose what they

want to learn on the website platform, like Harrow School Online and University Online Education. These platforms enrol extra courses, like paints, piano and introductory courses - mathematics and chemistry. However, most of them only present the theory or show the video on the screen. Sometimes, sending many theories cannot attract students to involve in the class circumstance. Besides, it will cause students to lose the patience to continue studying. Therefore, Ackerman and Gross (2021) argue that professors can add interest to the class, such as building class games to attract students. Students can finish by themselves or find friends to do it together [14]. Compared to these online or live classes, text-only platforms, like BBC English Learning, may be more challenging to capture the readers in long-term learning [14]. Although it is very kind for international students to distinguish the different words in the same meaning, they will use it only when needed. Therefore, these platforms can establish students' choices, just like the clothes website. Users can choose their interests, taste, study directions, and areas of study. Besides, students can subscribe to relevant courses or knowledge points to add content to their existing knowledge and fill in the gaps. Fun games can also keep students more focused and engaged in their studies.

5. CONCLUSION

Online Education is the real trend worldwide, even in the future. This essay uses SWOT methods to analyse the specific form of new digital materials in British online education. Although it has many disadvantages, such as the inability to focus on the screen and lack of socialising skills, it still benefits the school, students, and government. The government can save much money on the university staff through online teaching and reduce the sticks' situation. The students can learn how to manage their time and be more straightforward. This essay is not perfect and still has some issues. After this research, it needs to make a questionnaire about the University students' acceptance of using new media in their study, to update the content. In addition, the thesis will be followed up with more in-depth research, for example, by conducting targeted interviews with students and professors from different majors at the same university on whether online classes influence existing teaching. If the opportunity arises to visit the local government, the impact of online courses on society can conduct by further research. Also, whether international and local students influence the economy.

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