

Digital Learning: Challenges and Opportunities

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1. INTRODUCTION

With the advent of the digital age, information technology has proliferated across various disciplines, progressing from barebones machine language programming to interactive personal devices. One such discipline is that of education, which has seen a boom in digital resources and platforms. Digital or online learning systems are gradually infiltrating more traditional classroom settings, now more than ever, owing to the impacts of the Covid-19 pandemic. This report seeks to examine current trends in the development and implementation of technology in learning mediums, the benefits it would entail and its future prospects while addressing potential barriers that need overcoming.

Digital technologies completely reshape our understanding of what, where and how people learn: it grants access to extracurricular materials in mediums that suit the individual learner and this personalization can be extended through various means discussed in the paper; simulations allow students to design and conduct experiments without bearing associated costs or risks; teachers, now instead of being messengers, may also produce knowledge while collaborating across the world.

In 1990, Duke and Cornell Universities initiated their online certification programs (Laura, 2021). Now, the e-learning industry is expected to grow past USD 450 billion by 2026 (Globe NewsWire, 2021) and for good reason.

2. CURRENT DRIVERS

Accessibility

The primary advantage of digital learning is the accessibility to various educational experiences and environments that it grants to students. The educational infrastructure is common for all (ignoring pay walls) since the same resources and teachers can be accessed by anyone. For the most part, the student's location and device—be it a laptop, tablet or phone—does not affect the quality of learning on condition of a reliable interface and internet connection. This also aids the inclusion of otherwise neglected or underserved groups including the physically disabled and those in rural areas without much educational infrastructure.

Self-regulated learning

Variation is inherent in students, with regards to learning requirements, capacity and pacing. Unlike classrooms where a strict, common curriculum is

taught to all, e-learning platforms offer flexibility with respect to curricular threads explored and time spent per module. Students can select the modules they need emphasised and skip through familiar ones with added flexibility to even set their own pace and study patterns. They may also select the learning medium that is better suited for them i.e., videos, podcasts, text etc. Assessment formats may also be set depending on the student's preference.

Flexible timings

Since digital platforms facilitate asynchronous interaction and learning (i.e. teachers and students teach and learn content at different times respectively), students can study depending on their schedules, especially if they are working a job, thereby supporting equitable outcomes for students. In fact, digital learning requires 40-60% less time commitment, associated with travel time reductions and increased efficiency of self-pacing.

Reduced costs and increased scale

While the initial capital requirement for transition is high owing to the development of materials and appropriate technologies, maintenance is significantly less expensive relative to in-person teaching which entails transportation, tuition, book and overhead costs. The effort-to-output ratio of educators is greatly enhanced since they can reach many more, allowing for greater specialization in education. Revisions to material are also less expensive as digital updates occur universally with a few changes at the source. Lastly, free educational resources (such as those provided by Khan Academy, Udemy) are easily available and benefit many more concurrently.

Scalability is a huge advantage of e-learning over instructor-led training. With the help of the internet and e-learning platforms, educators can take their knowledge to a worldwide audience. It is generally easy to add more learners to an asynchronous online course. Also, resource constrained institutions that struggle with attracting and retaining qualified instructors can include online courses produced by high-ranking universities and departments into their traditional degree programs.

3. TECHNOLOGIES AND TRENDS

With the specialization of digital tools for pedagogical purposes, students can experience new, enhanced learning environments that are more effective, encouraging more collaboration, deeper thought and active involvement.

Personalisation

The curriculum can now be adapted to the interests, strengths and deficits of each individual through "adaptive learning" wherein their needs dictate the instructions, resource, activities and assignments provided to them. Implementations of such can range in complexity from keeping courses self-paced to designing programs to map a learner's profile to specific forms of content presentation.

Analytics can derive areas of improvement and recommendations for both students and educators (Bui, 2020), which are made easily accessible, despite their comprehensiveness, through learning management platforms which compile this data. Recommendations may include changes to learning habits as well as specific modules that require revisiting. Well-constructed algorithms and assessments can often outdo teachers' judgements in

traditional classroom settings too, allowing for a more tailored learning experience (NAE, n.d.). Current solutions include UPSmart, Education Perfect and Embibe, an app that create a graph highlighting the user's strengths and weaknesses (Laura, 2021).

Artificial Intelligence (AI)

Perhaps one of the most prevalent tools in the field of personalized learning, AI can identify students' behaviour and learning patterns providing progress insights and smarter grading as with Quizlet's new AI-powered learning assistant, for instance. Chatbots like those developed by Australian company Coach M provide learning support at scale (Sinclair, 2021), when educators cannot respond promptly. AI can also be used to create interactive learning content like animations and slideshows, from text, web scraping for relevant images and videos and piecing them together in a digestible manner. A study by e-School News indicates that over 47% of learning management tools will be AI-enabled by 2024 (Gautam, 2019).

Augmented Reality (AR)

Another enhancement of digital learning is AR, a technology that permits users to see, as of now, computer-generated visuals in their real-world environment, enhancing it. Perhaps the simplest application of such in education is Google's AR-based plant cell diagram which allows users to 'project' a plant cell on a nearby surface and interact with it physically: in fact, they provide hundreds of models through Google Expedition and the 3D nature aids with reception and retention of the information. Increased immersion in the learning

environment increases engagement, making learning more effective. Still, research behind the output and ramifications of such technology in learning is relatively nascent.

Microlearning

Microlearning divides topics and subtopics further into nuggets that are specialized, venturing solely into one idea or concept. Containing related lectures, text, assignments and activities, retention occurs quicker and more effectively. Such has been corroborated by instructors who have replaced a 2-hour-long session with 4 30-minute-long sessions (Viewsonic, 2020). Prominent implementations include Ottolearn, EdApp and the Crash Course YouTube channels, a series of <20-minute videos for high-school and college-level classes.

Gamification

Involving game mechanics in learning environments had the benefit of providing extrinsic motivation to cover material. Hinging problem-solving around stories with users being characters in such develops a task-oriented mindset and helps the user build momentum. Duolingo, for instance, allows the learner to progress down a tree, gaining badges along the way. Aforementioned Ottolearn merges both microlearning and gamification by administering leaderboards and granting points when a knowledge gap or nugget is closed.

Mobile learning and cloud computing

65% of all digital media is consumed on a smartphone (Sterling, 2016). Using mobiles as a medium of education is feasible since they support visual learning, but more importantly, increase

accessibility of content. Then stands the issue of running AI or AR on mobile phones since they have limited processing power. Fortunately, with cloud computing, servers can run the intensive programs, leaving mobile devices to simply sustain the user interface; education-oriented cloud computing services are currently said to have a market of USD 25 billion (Pokhrel et al, 2021). Increasingly, access to recent technologies is no longer user-dependent.

Flipped Learning

Recently, educators have started providing pre-work material for their synchronous classes, wherein students must read, watch or review the content or perhaps conduct background study prior to class, which is used to deepen discussion once a general consensus is attained. Known as flipped learning, this technique has been found to encourage problem-solving and self-reliance since students are actively involved in the learning process. The digital platform effectively accommodates for this since pre-work material can be shared easily, in a variety of mediums, and students have access to more resources through the internet.

Content Digitisation

Simulations, animations, videos, narrated slideshows and applications are but a few of the teaching mediums birthed by the digital medium. Instead of being limited to more theoretical discussions of concepts, perhaps derived from books, students now have access to more interactive resources owing to their digitization. Integrating AI, it is then possible to actively create these resources from a text paragraph, customizing such to the student's progress and perceived preferences.

Learning Management Systems (LMS)

Beyond support for the learners, digital learning aids educators as well. It can be tedious to supervise each student individually, taking updates and evaluating progress manually. With AI-powered insights on students' learning behaviours as well as auto-graded assessments and reports on student performance all compiled, LMS allow for the tracking of each student and educators can accordingly administer material to students.

4. CHALLENGES

Technical difficulties

While not much local computing power is necessary with digital learning appliances, a high-speed internet connection is. Streaming videos and running interactive exercises require extensive communication with the host server and low bandwidth can prevent students in rural or remote areas from accessing these forms of content. Cellular internet has increased internet access and doesn't require much physical infrastructure but speeds remain limited. These problems affect educators as well, especially those conducting synchronous sessions.

One approach is to provide high-speed internet as a public service, subsidizing connectivity costs for students. Concurrently, data transmission should be optimized, maximizing packets of data sent with minimum user bandwidth.

Similarly, although device requirements are cut down with digital learning, the requirement for low-cost learning devices still exists. Low-income families with multiple children may not be able to

provide multiple devices, compromising instead. Smartphones too, albeit workable, aren't the optimal offering since the screen size is too small for sustained use while input devices are largely limited to touch gestures and speech—typing isn't feasible.

The development of specialized devices would be ideal, similar to a laptop but containing merely the features necessary to support learning. This could come in the form of technological innovation or upgradation of pre-existing technologies to adapt to learning applications. Additionally, course content should be downloadable so that an active, constant connection is not necessary.

User difficulties

Students already enrolled in mainstream education systems may not be familiar with digital resources and navigating apps like word processors or browsing. This may induce 'technostress' and in fact worsen learning outcomes. While combatting digital illiteracy will not require nearly as much upheaval as providing high-speed internet access and reliable, low-cost devices, an emphasis should be placed on making interfaces user-friendly with live guidance and tutorials to ensure students are comfortable. Technical hotlines or chats (manned or AI-based) would also be of assistance.

Initial resistance

As mentioned afore, students currently in a traditional learning setting would require time and experience to adapt to the platform, as would educators. Since learning can occur in any environment, usually homes, there are a lot more distractions (not of a constructive nature) which may

initially cause a fall in concentration. Teachers too may not necessarily enjoy the external intervention in their learning process, finding that in-person teaching allows for more personal interaction and a better understanding of the student.

Moreover, there are large costs entailed in migrating resources to a digital medium. A lot of the curriculum needs to be adapted, as do activities and resources. Implementing the various technologies discussed above requires the participation of various stakeholders including programmers, psychologists and policymakers.

Cybersecurity

The identity of students and educators can easily be compromised owing to data leaks. While censorship is lifted, it may expose students to inappropriate content, harming their learning progress. Malicious individuals may attempt to get in touch with students digitally, perhaps by impersonating a close educator. Essentially, interactions between students and the rest of the world are no longer regulated, leaving the former unprotected. By providing students with the correct guidance (with regards to password-setting, contact, etc.), however, it is possible to mitigate these risks.

5. CASE STUDY: INDIA

While the report hitherto discusses various technologies, trends and challenges in abstraction, there will now be a specific focus on digital learning in the case of India, analysing its particular environment and subsequent suitability for the implementation of digital learning, as well as hinderances.

There are four major drivers for online and blended education in India. These include: (a) phenomenal growth in internet along with in-depth smartphone penetration; (b) low cost of internet-based education; (c) digital-friendly government policies; and (d) escalation in demand for continued education by working professionals and job-seekers.

India's main educational issues which would benefit from digital learning include lack of physical infrastructure, remote schools in rural areas and shortage of teachers. Although digital learning comes with its benefits, its rollout in India may be impacted by lack of low-cost devices, internet connectivity issues and inadequate digital course content, including local language material. Still, the Indian market offers digital learning opportunities based on market potential, growth in online schools, effective student learning and coaching and increasing access to higher education.

WHY INDIA NEEDS DIGITAL LEARNING?

85% of the schools are located in remote and rural areas. They tend to fall outside the villages, making daily transport a challenge and discouraging parents from sending kids (Pradhan, 2020). The number of schools are insufficient to support the rural population (Ibid). Rural schools also lack basic classroom infrastructure with some students sitting on the floor and others in open spaces (Bhattacharjee, 2019). They also do not have sufficient access to study material and textbooks etc leading to reduced attendance and higher dropout rates.

Beyond just rural schools, India's overall student-teacher ratio is high at 33:1 (World Bank, 2020)

and 18% of teachers have no relevant qualifications (Ramachandran, 2021), indicating a shortage of educators. Further exacerbating the teacher shortage is high absenteeism rates, especially in government schools.

WHY INDIA IS SUITABLE FOR DIGITAL LEARNING?

A 2020 report noted India's active internet population would experience a 45% per cent growth rising from six hundred and twenty-two million users in 2020 to nine hundred million users in 2025 (IAMAI, 2021). Most of this growth is owed to the availability of cheap smartphones and cellular internet (Ibid). Such prominent internet penetration means that digital learning can also reach more individuals, outdoing even traditional learning.

In India, children are expected to supplement family labour and income by actively engaging in housework or child labour instead of going to school (Pradhan, 2020). As face-to-face learning requires strict timelines and physical presence, such students will benefit from digital learning as they can get education from where they are while balancing learning with familial roles.

WHAT CHALLENGES DOES INDIA FACE IN THE ADOPTION OF DIGITAL LEARNING?

Despite the promising nature of digital learning, many students in India still lack access to low-cost tablets. In response, the Indian government introduced the Aakash tablet in 2011, retailing at USD 35, to enable students' access high-quality online education for the masses who live below the poverty line. However, the Aakash devices suffered from technological inadequacies, an inability to

multitask, a slow browser and processor and supply chain issues that hindered and distribution (Singh, 2014).

Although internet users are on the rise in India, the network is considered slow, with India's mobile data speed ranked 122nd (Ookla, 2021) owing to increased data demand and subsequent network overload (Madanpalle, 2020).

Further, the majority of internet and digital learning content is in English, while most of India's population doesn't speak English (Abbas, 2018); none of India's 22 official languages feature in the Internet's top 10 languages (Sitsanis, 2021). Digital content needs to be created in local vernacular but this may be a challenge due to resource constraints.

Rural areas also lack the ecosystem to support digital literacy of their inhabitants. Most schools don't provide ICT education and there is a lack of trained technology teachers, resources and updated devices (Kundu et al, 2018).

OPPORTUNITIES IN DIGITAL LEARNING IN INDIA

In spite of the challenges, the market potential for digital education in India is huge, considering that India has one of the fastest-growing online markets, averaging a Compound Annual Growth Rate (CAGR) of 45% in recent years (IPIS, 2021). The same trend is expected to be observed in the coming years, with the Indian web-based market expected to grow by USD 14.3 billion in the next five years (Ibid).

India's private coaching industry is rapidly growing due to increased competition in passing admission

tests for reputable colleges and courses. For instance, the Joint Entrance Exam for the Indian Institute of Technology attracts over 900,000 students for just 10,000 positions (BYJU, 2021). Consequently, the online test preparation market is expected to grow by 50%, reaching USD 130 billion by 2024 (Business Wire, 2020).

Digital learning also creates opportunities to increase access to higher education bearing in mind the limited college infrastructure. For instance, India's Gross Enrolment Ratio (GER) is estimated to be just 26.3% (Mackenzie, 2020). The Indian government plans to double college and university enrolment from 35 million to 70 million students (Ibid) and digital learning is ideal in scaling capacity to that extent.

Recently, the Indian government has also allowed universities to offer fully online degrees; previously, universities could only offer up to 80% of a degree online (Ibid). Education is generally fragmented owing to the pandemic and institutions at all levels now have an opportunity to invest in their digital platforms to increase student reach.

The Indian government has also launched several other initiatives to spread digital literacy in India: e-Basta provides textbooks in a digital format, e-Education provides free broadband access and WiFi to schools, NandGhars is a set of digital teaching aids and SWAYAM is a series of online courses covering curriculum taught in classrooms starting from grade 9 right through postgraduation.

Through these various endeavours as well as the action of NGOs and the growing intervention of private companies too, it seems quite likely that

digital learning is here to stay and play a huge role in improving literacy, upskilling the workforce and transforming India into a global power.

6. PROSPECTS

In 2020, lives were disrupted all across the world. Exceedingly so were the lives of students for whom in-person learning was suddenly unfeasible as educational institutes shut down. Digital learning allowed for education to continue as there was a rapid transformation in how 1.6 billion students learned (Hurley, 2021). With demand came EdTech startups which received over USD 10 billion in venture capital investment during the pandemic alone (Ibid).

The outcomes have been extremely positive with 61% of the 2561 parents interviewed by Pew Research Center claiming they were satisfied or very satisfied with the quality of education and there is now a persistence of digital learning beyond the pandemic-induced circumstances with 90% of participating countries in a UNESCO survey adopting hybrid models for their schools.

This report hitherto has already highlighted the necessary areas of development including the provision of appropriate, low-cost, potentially specialised, internet-enabled devices and high-speed internet connection, the imparting of digital literacy and the construction of online resources and learning activities.

There is great scope for collaboration between stakeholders to make the transition more seamless. Educators across the world can together digitise their resources, consulting with developers. Internet service providers may subsidise plans for students or

make access to certain learning-related domains entirely free. Governments public-policy think tanks can implement programs to digitise public schools. Then, digital learning will become more accessible, affordable and user-friendly. Accordingly, e-learning is predicted to account for over 40% of the global education market by the end of 2022, continuously growing and drawing in more students and educators.

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