

The 3 Cs of Online Learning-Content, Coach and Community

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ABSTRACT

The current era is now not approaching physical classroom learning for younger generations. This flaw leads to the Internet and distance learning called as online education which is one of the important part in education system. But there are some drawbacks in online education.

In order to have a better understanding and ideology on online education and its implication among students mostly in a private higher learning institution, survey has been conducted and information is collected with secondary data and analysed using excel.

This study mainly focuses on 3C's-Content, Coach and Community to make it more clear about Online Learning and its role in Education System for improvising in a efficient manner.

Keywords : 3C's-Content, Education System

I. INTRODUCTION

For many, it may mean doing exactly what you do in a face-to-face class --except this time you're doing it online. So you deliver your lecture live, sharing your slides with your audience, or you could just record your lecture and ask your students to watch it at a different time. This is called Remote Teaching.

It's one way of doing online learning, but it's by no means the only way. And especially when you get carried away with your talk, it's surely not the most effective way for learning. Here's a second common interpretation of going online: The teacher simply posts materials or emails them to the students. These materials may be documents for students to read or videos for them to watch, or they could be a series of

tasks assigned to be accomplished and submitted at a given deadline. We could call this Remote Self-Study.

It's another way of doing online learning--but neither is it the only way--and it's certainly not the best--way to help our students. There are many different kinds of online learning experiences that we can offer our students, and the key is not to limit ourselves only to Remote Teaching or to Remote Self-Study. Here's a helpful recipe in cooking up effective online learning.

All you need are three essential ingredients; let's call them the 3 Cs of Online Learning. First, you need CONTENT. This one's a no-brainer. Obviously, for our students to learn, they need to learn something. Adaptive Design for Learning | 1 Content comes in many forms: an article that you have curated from a web site, a pdf of a selected chapter of a book, a real-time--or recorded--lecture that you deliver to your

class, or a link to a particularly engaging YouTube clip on the subject matter.

The real challenge: is how can we share content with our learners so that they actually end up engaging with it and getting into it? If they just browse through the content--as we tend to do when we're reading online--there will be neither deep thinking nor deep learning. The second thing we need, of course, the COACH--and by "coach" we mean the instructor or the teacher. The instructor's presence in an online class is a crucial ingredient of online learning. You as the Coach can maintain your presence in a variety of ways: You don't have to be at a synchronous meeting with them all the time! You can also interact with them as effectively by responding to the posts they make, by marking their submissions and giving them feedback... The question is: How and when? For effective learning, we need to deliberately design and strategically schedule our presence and interaction with our students.

The final--and often most neglected--ingredient of online learning is COMMUNITY. That is, the class or the group of learners taking the course. When students join an online class, they are joining a community of learners. Students can learn so much more from one another through discussions and group work--so it would be such a waste to keep the online learning experience individual and private! Our goal as designers of online learning is to make available different opportunities to interact with one another and to learn from one another, whether in small groups or as a whole class, whether at the same time online or at different times, whether in the presence of the teacher or not.

So when we talk about online learning, we're really referring to a whole range of diverse learning experiences offered to students so that they can engage not only with the content or the coach, but also with their community of learners. It's important to have a balanced recipe. As we can imagine, too much of one

ingredient is bound to spoil the meal. Adaptive Design for Learning | 2 Too much of the COACH, no matter how brilliant--yet your learners will want some more flavor or may even end up with a bad taste in their mouth. If you add too much CONTENT and too little of the others, you will most likely give your learners indigestion.

Finally, an overdose of COMMUNITY may actually get in the way of learning itself. Learners may have fun but not learn anything substantial. Remember, the best-designed online learning experience, like a well-balanced meal, should not only offer a variety of flavors but should, more importantly, also pack a nutritional punch. How can we cook up online learning in such a way that we serve our students a delicious and substantial meal?

II. REFERENCES

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