19/20, PROFESSIONAL PRACTICE

Student name:

Student ID:

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1. Reflections

a. Getting help from learning experience

From the learning experience of PPR module, I have gained a diverse knowledge about the required skills and application of these skills in fruitful manner to understand the importance of using information technology in daily life. By attending this session, I have gained an in-depth analysis about the appropriate way of applying personal knowledge and skills to get full understanding of the topic. Therefore, with the help of appropriate learning theories, I have gained some viable knowledge of integrating information with the brain to get a clear insight of the matter (Johnston, 2017, p. 19). Moreover, with the inclusion of technology with the learning approach, it can be possible to motivate the learners to make collaboration with the learning as a student become interested to explore new direction in learning session by applying new technology tool.

b. Lesson learnt upon careful reflection

With the help of reflective learning approach, students can get an insight of the previously learned lesson and thereby, their experience level has been enhanced by this reflective learning approach. Such experience helps them to develop the ability of critical thinking and personal skills. Thereby, it helps them to enhance their future performance by detailed analysis of their previous learning. According to the Kolb's learning cycle, opportunity to make reflection about the learning can increase the experience and therefore, with this practice of reflection to the own work, students can able to find out the reason behind any performed activities rather than just only focusing on way to achieve the activities (Sicora, 2019, p. 63).

c. Addressing all aspects of the module

Reflective practice helps to enable the ability of the learners to take professional decision-making. Thereby, in this module of personal practice and reflection, there is a detailed description about the use of reflection practice that can encourage the students to reflect on their previous lesson. Therefore, by this practice, learning of the students can be strengthen as their personal experience has been enhanced with this reflection practice (Harvey *et al.* 2016, p. 2). By obtaining enough knowledge about reflection and by getting idea to gain experience by reflection, students can apply their knowledge and experience in practical field to get reasonable outcomes.

d. Use of summative feedback in next semester

With the help of summative feedback, it can be possible to identify the level of learning and understanding of the lesson at the end of the learning session from the summative feedback given by the tutor. Therefore, from the obtained summative feedback, students can identify their strength points as well as weak areas that requires an improvement. This is often given by grades and from this feedback, a student can get enough motivation to improve their grade in next semester. In addition to that, from the summative feedback, it can be possible to measure the training requirement and thereby, a student can attend respective training session in the next semester to improve such areas of learning (Sicora, 2019, p. 63). Hence, from this summative feedback practice, motivation level of the students can be boosts and they are getting excited to take part in the learning lessons with much interest.

e. Process of giving reflection

Reflection can be given by looking at the learned topic and by getting knowledge about the topic. by reflecting on the learned topic, it can be possible to analyse the experience obtained from the learning lesson. Moreover, reflection can be given by making comparison of the learning topic with relevant models and principles.

2. Critical evaluation

Debate of the statement: - COVID-19 and related lockdown make impossible for the higher education students in making collaboration with their peers

Due to outbreak of Covid-19 there is a huge negative impact on the education sector across the world. Due to this pandemic situation, educational institutions have stopped their operation to mitigate the spread the corona virus. Therefore, the opportunity of face-to-face study has been interrupted and there is a lack of education as linkage between the students and teachers. Hence, collaborative learning approach has been hindered (Crawford *et al.* 2020, p. 1). Therefore, cross-border movement of the students has been stopped. However, exchange of ideas between students and teacher has been hampered due to lack of physical interaction. In several literatures, there are arguments that, this pandemic situation creates a huge negative impact on the education as traditional way of education gets hampered by this corona outbreak.

However, in order to maintain a continuous flow of education, online education practice has been taken as an effective alternative of this traditional education method. However, there is a huge debate about the effectiveness of such learning style due to absence of physical

interaction between students and teacher in this method of learning (Händel *et al.* 2020, p. 1). Moreover, there is a huge argument about the possibility of getting success of this educational approach. Teachers as well as students are not prepared for this special kind of methodology used in learning and education. many of them are not able to get familiar with this transition of education system from face-to-face traditional method of learning to the online learning process at the primary stage. Therefore, learning process does not reach to the desired level due to the lack of knowledge of using online learning tools and technologies. Hence, interaction method between the teachers and students and among the student group is not that sufficient to get a new direction of learning (Gonzalez *et al.* 2020, p. 1). Due to the lack of accessibility to the technology, some students cannot participate in the learning session and thereby, a huge learning inequality has been noticed.

On the other hand, some argues that, due to the development of this online learning platform, students can have the opportunity to share their views among their group and thereby, interaction level has been enhanced in this online learning platform. In this learning procedure, a student can join in the learning session from anywhere across the globe and the student group can develop an online learning community to share their views on a learning lesson (Jacob *et al.* 2020, p. 126). Therefore, in order to make an effective collaboration among the students and with the teacher, this virtual learning platform can take an effective role especially, in this pandemic situation of corona virus outbreak when there is no opportunity of face-to-face learning.

3. Research Essay paper

Introduction

Online learning opportunity is a revolutionary approach in recent era that stands out as an alternative of traditional learning process. It is a form of distance learning that takes place over internet. There are numerous advantages of this online learning approach as students in higher education can gain wide understanding of their subject as many students and experts from different locations around the globe can join the discussion session. However, it is required to ensure that the technology can be used at its full potential otherwise, online learning may not get desired success. In this study, several benefits and limitations on online learning to the higher education students are going to discuss.

Discussion

There are several reasons behind increasing popularity of online learning in the filed of education especially, in higher education. Online learning environment provides excellent learning opportunities to the students that have limited access to the education and physical learning resources. Therefore, online study facility provides them the opportunity to access dynamic range of courses with highest quality. Some of the major benefits of online education for the students to get higher education are going to critically discussed in this module.

One of the major benefits of this asynchronous online learning is its nature of giving the students a flexible learning opportunity. With online learning opportunities, students can get access to their courses from anywhere and it helps to get an uninterrupted learning facility in case there are some difficulties in participating in classroom-based learning session such as in this pandemic situation of corona virus outbreak. With this online learning approach, a student can attend online classes from their comfortable place using their computer and internet connection and therefore, it seems beneficial for the physically challenged students as well as the teacher to participate in the learning session without go to the classroom (Dumford and Miller, 2018, p. 452).

This online learning opportunities can provide a facility to get connected with the learning courses anytime as learning courses can be accessible in 24*7 for the students. Therefore, by taking the opportunity of online learning in higher education, it can be possible to manage time in an efficient manner. With the help of asynchronous conference program students can arrange their work schedule and study schedule according to their daily needs. They can arrange their learning schedule in more convenient way (Namyssova *et al.* 2019, p. 1). Furthermore, they can have access to their class lectures, discussions and course materials at any time during day and night. This can help the students to understand a discussed topic by recall it from the course materials list before moving on to the next discussion session.

Moreover, with the online learning classes, students and teachers can get an opportunity to interact with each other to discuss on a topic. hence, this opportunity enables the students to share their understanding and unique ideas among the team and thereby, a continuous synergy has been developed among the student group. There is an opportunity for each of the students to contribute a vital part in discussion by presenting their views on the discussed topic as well as they have an opportunity to comment on others post (Hamlin, 2020, p. 187).

In this way interaction among the student group as well as interaction between students and teacher can be enhanced with the help of this virtual classroom environment.

With the help of online asynchronous discussion structure, students can get the facility to reflect on the comment made by others before go to the next discussion. Hence, this practice can help them to gather in-depth knowledge about the course and their learning has been expanded than the traditional learning process. In traditional classroom discussion, a student needs to analyse and give reflection based on their self-analysis on other's comment on spot otherwise they have lost their chance to make a vital contribution to the learning (Huda *et al.* 2016, p. 1). Therefore, online course session provides the scope to enhance their learning ability as they can get adequate time for analysing a learning lesion.

In online learning classes, each individual student has the opportunity to reflect on other's comment and therefore, learning ability and skills can be improved by the help of broader discussion among the group. There individual concern can be reflected through this discussion session and these discussion sessions take place as several small discussion session. With the help of this group discussion approach, each of them can find the contribution of their classmates in these discussions and therefore, their engagement level can be enhanced by a huge amount. Therefore, they are get connected to the discussion session at their own interest in order to meet their specific learning needs (Lee *et al.* 2018, p. 427). Hence, in such learning practice, each of the students make their individual contribution while at the same time a mixed learning approach can be obtained that can enhance the group learning.

In this online learning platform students are not aware of several discriminating factors such as gender, age, sex, race, ethnic background, physical appearance and disabilities. This anonymity helps the student to concentrate on their studies without focusing on these discriminating factors Dumford and Miller, 2018, p. 452). Therefore, each of the individual student can able to focus on the learning contents by analysing the contribution of others on the learning session and thereby, they can contribute a vital part in learning in a thoughtful and intelligent manner by making attention to their course materials.

In this online learning practice, student can get access to a diverse range of resources that can be present physically anywhere in the world. For example, a guest lecturer or expert can join the learning session from anywhere of the world and the students can get access to the

learning materials provided by that expert which is near to impossible to access physical for the students from remote locations (Namyssova *et al.* 2019, p. 1).

Literature of adult education provides an idea of interactive learning environment that supports self-directed critical learning approach. Online classroom provides the creative and innovative learning opportunity that creates a collaborative and dynamic learning experience. Shift of technology provides that collaborative learning scope and also expand the scope of self-directed thinking among the students (Huda *et al.* 2018, p. 23).

Though there are several benefits of online learning that drives the present learning concept towards a new direction, it is important to scale the limitations of this online learning in order to implement this learning approach in a better way. Hence, it is necessary to measure the limitations of this online learning practice.

One of the foremost limitations of this online learning approach is the equity and accessibility issue to the technology. Due to lack of access to the online learning environment for logistic or economic reasons, a student cannot able to take this online learning opportunity in spite of the student's eagerness to join the class. This issue is more significant in rural areas and the lower socioeconomic neighbourhood (Wilson *et al.* 2017, p. 991). Further, from the administrative point of view, in case there is an accessibility issue to the students, the institution may have lost their customers. Moreover, due to the concern of internet accessibility cost, there is no equality among the students on the matter of accessibility to the online course program as all the students do not have the same ability to afford the internet.

The most vital point to be considered to measure the success of an online course program is the rate of computer literacy among bothy the students and teacher. In order to join the online learning course, the minimum requirement is to have the skills to operate several search engines to navigate to different learning contents. Moreover, it is essential to have the knowledge about email, newsgroups and FTP procedures to take advantage of the online learning classes (Ward-Jackson and Yu, 2019, p. 357). Without having adequate knowledge to deal with the minimum computer knowledge, a student or even a tutor cannot able to succeed in this online learning program.

Reliable and user-friendly technology is the key to get success in online learning program. It is not possible to guarantee about the 100% reliability even the most sophisticated technology is used in the learning g process. It cannot be possible to say at which point of time technology may failed to meet the purpose. Breakdown of technology may occur at any point

of time by means of server connection failure, occurrence of internet accessibility issue and numerous problems in personal computers (Gillett-Swan, 2017, p. 20). These issues with technology can create interruption to the learning session and due to these technology failures, students may destruct and divert from the learning experience.

Though this online learning method seems as the best alternative of traditional learning approach in recent days, it is effective for the self-disciplined students and this approach seems inappropriate for the dependent students as they cannot get help from the tutors continuously as in case of a traditional classroom-based learning. This online asynchronous online learning approach provides the students to schedule their study plan as per their own flexible time, therefore, the responsibility is on the student to manage their time as per own interest (Avella *et al.* 2016, p. 13). Hence, in order to successfully participate on the online learning program a student needs to have self-motivation as well as need to have high degree of time management skills to cope up all the learning lessons accordingly. Hence, this learning experience is difficult for the more dependent learners.

In a virtual learning class with larger number of students (more than 20 students) it seems difficult for the tutor to make interaction with each individual student. Therefore, in such learning scenario, in order to better understand the topic, students need to rely upon individual study rather than a group discussion (Wilson *et al.* 2017, p. 991). Facilitator cannot have much option to make individual interaction during the learning process due to limitation of using the online learning platform at its full potential.

Disruption may be occurred while implementing online learning facilities. Due to lack of knowledge to use the technology in proper way among the administrator and the tutor, they can feel that this online learning program is not the best way of learning. In addition to that, in some cases, program administrators are looking this online learning approach as the way of generating better revenue rather than focusing on providing best learning experience to the students (Ward-Jackson and Yu, 2019, p. 357). Therefore, quality of education provided by this online learning program seems degraded or due to the rising cost of accessibility to the technology, some students cannot able to participate in this online learning program.

Moreover, not all the subjects cannot be taught online as some of the subjects cannot be learned effectively with application of online learning practice. For example, medical and engineering subjects, sports and public speaking that required hands-on experience to develop greater concept about the subject. In order to get a temporary solution to this problem, hybrid

course may be considered (Nortvig *et al.* 2018, p. 46). However, participants can get a certain point accessibility to the main subject learning by participating in this course. In this course learning, online education cannot able to satisfy the needs and goals as there is a certain limitation while using simulated learning environment for these subjects.

Conclusion

From the above discussion, it can be sensed that, online learning program provides flexible learning opportunity to the students and thereby, using this learning approach to the higher education can help the students to enhance their ability of self-learning and critical thinking on a discussed topic at their own interest with minimum help from the facilitator or tutor. This learning practice can help to improve the learning ability and interpretation skills of the students as they can get ample of time to think about the learned topic before jump to the next session. This approach of learning can help them to strengthen their understanding about the topic. however, in order to get advantage of online learning program, it is required to have enough self-motivation as teachers cannot able to guide beyond the discussion session due to limitation in personal interaction. Thereby, it is crucial for the students to take active part on online discussion board for sharing their personal views on other's comment.

4. Review of team working and project tools

1. Comparison between working on face-to-face and online working

Face-to-face working	*Online working*
It provides a systematic learning approach with having specific time limit for the learning session. However, in this learning practice students have the option to clear their doubts on spot	Online working opportunity provides a flexible learning opportunity and there is no such time bound. Hence, one can have adequate time for thinking and hence, there is more scope of getting experience
In this working, interaction between teammates seems better than the online working due to having physical contact during working. Therefore, exchange of views on a matter can be understood in a better way	Interaction among the teammates can be done using virtual tool. Therefore, there is a chance of lacking in collaboration due to some unintentional technical failures (Waizenegger *et al.* 2020, p. 1). Moreover, sometimes it seems difficult to exchange ideas among the team members due to the physical distance

There is no such requirement of digital literacy for collaborative work	Digital literacy requires to make effective collaboration among the team members

Table 1: Face-to-face vs. Online working

(Source: Lebeuf *et al.* 2017)

2. Maintaining team collaboration using online tools

Excellent collaboration among the team members during any work or project is necessary to get desired outcomes. Therefore, it is extremely necessary to maintain team collaboration by developing active communication among them. With the help of online collaboration tool, such as web-based application it can be possible to offer some basic services such as file sharing among the group or individual, instant messaging to the individual team member or group message (Goh, 2019, p. 1). Moreover, with the help of collaborative search engine (CSE) it can be possible to search information from the shared information system. In addition to that, with the help of collaborative tool it can be possible to improve the working morale among the individuals by bringing them closer and eliminate the factors that can cause diversity among the teammates. There are many types of collaboration tools can be used to develop an excellent collaborative team. These tools are, file sharing tools, instant messaging, document synchronization, video conferencing, cloud storage system and whiteboards (Robertson *et al.* 2020, p. 1).

3. Work differently to improve project

In order to improve overall project, as a team member I have some responsibilities to make a notable contribution to get better result form the project. Thereby, I am searching for some innovative tools that can help to accomplish the project work with less difficulties as there is emerging trend of technology development and people are always searching for innovative technology tools that can optimize the team effort to get desired outcomes (Maican *et al.* 2019, p. 113). Most of the youngest teammates are fond of technology and thereby, introducing emerging technology tools in the project is the best possible way to improve their motivation level.

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