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Research Paper

RESHAPING EDUCATION THROUGH E-LEARNING IN BANGLADESH

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Abstract

The present study examines the accessibility, personalized learning, collaborative and interactive environments, and flexibility of e-learning that have affected education. E-learning has broken geographical barriers, allowing students from remote and disadvantaged backgrounds to access quality education. It has globalized lifelong learning, skill development, and personal improvement. Descriptive research using content analysis, and literature review examined these issues. The study also interviewed ten teachers to collect the ins and outs. The findings show how adaptive technology in e-learning enables students to learn at their own pace and with customized guidance and materials. Online platforms provide meaningful interactions, knowledge sharing, and critical thinking among learners, boosting global awareness. Self-paced courses and asynchronous learning offer varied learning styles and seamless integration of education into daily life. E-learning's accessibility, personalization, collaboration, and flexibility have transformed education, despite obstacles like the digital divide and student participation. E-learning has opened new doors to a more inclusive and dynamic learning environment. The report offers future research to bridge the digital divide and increase student motivation and engagement in online learning to maximize the potential of e-learning in education.

Keywords: E-learning, technological access, digital divide, interactive learning

1. Introduction

E-learning has changed the way people learn and gain information. It has changed the educational system as a whole. Online platforms, interactive multimedia resources, and virtual learning environments have been added to or even taken the place of traditional classrooms and textbooks which had a great effect on the students, teachers, and educational institutions (Ali, 2021). E-learning has greatly increased the number of people who can get an education. It has done this by breaking down geographical barriers and giving people from remote areas or poor backgrounds the chance to take online courses. The internet and cheap technological devices have made it easy for more people to access learning materials, which is good for lifelong learning, skill development, and personal growth on a worldwide scale.

The Covid-19 pandemic has made e-learning even more popular around the world. Schools and colleges have been closed, and remote learning has become the norm (Hodges et al., 2020). Lockdowns were put in place to stop the virus from spreading, so schools had to change quickly to

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make sure students could keep learning. During this never-before-seen situation, e-learning became an important tool that allowed students to keep learning from home and kept their academic progress to a minimum (Bozkurt et al., 2020).

When real schools and universities closed, it showed how important digital technologies and online platforms are for helping people learn from far away (Dhawan, 2020). Educational institutions quickly switched to online learning models, using different e-learning tools and platforms to give lessons, assignments, and tests. Virtual classes need video conferencing tools like Zoom, Google Meet, and Microsoft Teams so that students and teachers can talk to each other in real-time (Bozkurt et al., 2020; Hodges et al., 2020). Learning management systems (LMS) like Moodle and Canvas were very important in organizing course materials, tasks, and discussions, and they also served as a central hub for online learning activities (Ali, 2021).

Overall, putting e-learning into the education system has not only changed the way people usually learn, but it has also shown itself to be essential in times of crisis, like the COVID-19 pandemic. It is important to learn more about how e-learning affects education, including its pros, cons, and ability to change the way education works in Bangladesh.

These authors also reviewed e-learning's benefits, drawbacks, and implications to improve education's accessibility, personalization, collaboration, and flexibility. The findings will provide proposals to improve Bangladesh's e-learning integration.

2. Conceptual Framework

This study paper's main idea is how e-learning has changed education in Bangladesh, with a focus on how easy it is for students to get involved and what the policy implications are. Several academic works give information about these key areas, which is how this study was built.

E-learning has become a strong way to get around geographical limitations and give more people the chance to learn. E-learning can change things in poor countries and help people get a good education no matter where they live. This fits with the goal of the study, which is to find out how e-learning affects education in Bangladesh, especially in terms of making it easier to get to.

Student involvement is one of the most important parts of a good education. Siddique (2021) wrote about the positive effects of e-learning on student engagement. She emphasized on how students were more involved and motivated because of e-learning with their own responsibility. Her study also depicted how online platforms make learning environments more interactive and collaborative. However, this study is based on the transformative potential of e-learning, which can be seen in how easy it is to use, how it affects student engagement, and how it affects policy in Bangladesh.

3. Literature Review

E-learning has become a major force in education, changing the way people teach and learn in traditional ways. This literature study looks at the effects of e-learning on education in Bangladesh, focused on key areas like accessibility, pedagogical effectiveness, teacher-student interaction, technology infrastructure, and learner satisfaction.

In Bangladesh, where physical infrastructure is often limited, e-learning is a way to reach people in remote places and those who aren't getting enough help (Shifat et al., 2021). This is in line with the goal of the current study, which is to find out how e-learning makes education in Bangladesh more accessible.

E-learning is also important in terms of how well it teaches. Through e-learning, teachers can make students more interested, involved, and motivated (Majed et al., 2020). E-learning platforms are learner-centred because they are interactive and have multimedia materials and personalized learning experiences. In Bangladesh, where student engagement and active participation are important for good learning results, it is important to know how well e-learning works as a teaching method.

Interaction between teacher and student is a very important part of learning. It is important for teachers and students to communicate well in online learning settings (Siddique, 2021). They say that the use of tools like video conferencing platforms, discussion forums, and virtual classrooms helps

teachers and students have more useful conversations. In Bangladesh, where the relationship between teacher and student is highly respected, it is important to study how e-learning affects teacher-student interactions.

Learner happiness is a key factor in how well e-learning is accepted and how well it works. Majed et al., (2020) look into the issues like usability, course design, and instructor help that affect learner satisfaction in e-learning settings. Their research shows that handling these factors makes learners happier and more interested. In Bangladesh, where learner satisfaction and acceptance of e-learning are important for its use, it is important to know what factors add to learner satisfaction.

Existing research gives us useful information about how e-learning affects education in Bangladesh, but we still don't know enough about the unique challenges and opportunities in the Bangladeshi education system. Few studies have looked at how the unique cultural, social, economic, and infrastructure factors in Bangladesh affect how e-learning is used and how well it works. So, the goal of this study is to fill this gap by looking into the possibilities of e-learning in Bangladesh and making suggestions for how to best use it in the education system.

4. Methodology

This descriptive study paper looks at the effects of e-learning on education in Bangladesh through a mix of policy analysis, content analysis, and a review of the literature. The researchers used a content analysis method to evaluate the available e-learning tools in Bangladesh, taking into account their relevance, diversity, quality, and fit with the curriculum. Also, a thorough literature study is done to pull together the research and academic articles that have already been done on e-learning and how it affects education in the country (Yesmin & Khan, 2021). However, the researchers also interviewed 10 teachers of different levels semi-formally with open-ended questions to find the related information. The teachers were coded from T1 to T10. The interview method allowed us to investigate the current state of e-learning in Bangladesh, including policy, the quality and availability of e-learning resources, and insights from previous studies.

5. Findings and Discussion

Adaptive learning technologies, which are driven by data analysis, give students personalized suggestions to help them get the support they need and the teaching they need. This improves their engagement, motivation, and overall learning outcomes. Students can move forward at their own pace, go over difficult ideas again, and look into other tools to learn more. However, the followings are some of the gists that the authors found from content analysis, literature reviews and semi-formal interviews.

5.1. Collaborative and Interactive Learning Environments

Online chat forums, video conferencing, and social media platforms have made e-learning more collaborative and interactive. These platforms go beyond physical limits and let students and teachers work together and have meaningful conversations. During interviews, T1 mentioned that this helps learners become more aware of the world by encouraging them to share their information, think critically, and learn about other cultures. Virtual teamwork tools make it easier for people to work together on projects and group tasks. This helps students get ready for how collaborative the modern workplace is.

5.2. Flexibility in Scheduling and Pace of Learning

E-learning allows for flexibility in scheduling and pace of learning, replacing traditional limitations like set class schedules and rigid curriculum structures (Siddique, 2021). Learners can access course materials and lessons whenever they want, which makes it easier for them to balance school with work or family obligations. This makes it possible for students with different learning styles and preferences to choose the methods and tools that work best for them. It also makes learning a part of everyday life, which encourages people to keep learning throughout their lives.

5.3. Affordability and Democratization of Education

Yesmin & Khan (2021) ponder that e-learning has made education more accessible and affordable for more people. Most of the time, online courses and free educational tools are cheaper than traditional textbooks and tuition fees. This makes education open to people who might not be able to afford it or who don't have easy access to traditional schools. Massive Open Online Courses (MOOCs) and other online platforms have made it easier for professionals to learn new skills and knowledge without stopping their jobs.

5.4. Inclusivity and Accessibility for People with Disabilities

E-learning has made learning more inclusive by giving people with disabilities the chance to get an education on the same terms as everyone else (Yesmin & Khan, 2021). Online platforms can be made to meet a variety of accessibility needs, like closed captions for videos or text-to-speech choices for learners who are blind or have low vision. These accommodations make it easier for people with disabilities to reach their educational goals and make school a better place for everyone.

5.5. Data-Driven and Evidence-Based Approaches to Education

The use of e-learning has made it possible to use data-driven and evidence-based approaches to education. Learning management systems and online platforms gather a lot of information about how learners are doing, how engaged they are, and how well they are doing. Teachers can use this data to learn more about how students learn and make better decisions about how to teach and when to help students. Data analysis helps find out where students may be having trouble so that they can get help on time and in a way that is best for them. This improves their learning results.

5.6. Fostering Teacher-Student Interaction and Feedback Mechanism

Blended learning is the new normal in education. Many of the interview participants (T5, T6 & T7) pondered the same views that blended learning helps teachers and students talk to each other more and gives them better ways to get feedback. Khan (2021) points out that when online platforms and digital tools are used together, teachers can give students feedback in a timely manner and have useful conversations with them. Teachers can guide and help their students learn through virtual classrooms, conversation forums, and online tools for working together. This interactive method improves the learning process by getting students involved, clearing up their questions, and meeting their individual needs. T9 particularly mentioned that using digital tools makes feedback faster and more personalized. T10 added that students can get specific feedback on how they're doing and where they can improve. This interactive and feedback-driven part of blended learning helps create a supportive and interesting learning setting and leads to better learning outcomes.

6. Recommendations

Several suggestions can be patent to get the most out of e-learning and deal with its problems. First, people should work to close the digital gap by giving everyone the same access to technology and the internet. Second, giving teachers programs for ongoing professional development can give them the skills they need to teach online well. Also, it is important to set up strong student support services, encourage learning that is engaging and collaborative, and put in place ways to ensure and evaluate quality.

Technology access and the digital divide limit educational chances (Haque & Islam, 2021). This gap should be closed to give all students access to e-learning resources. More suggestions may assist Bangladesh to reassess e-learning and adjust to the new normal. First, closing the digital divide is essential for e-learning equality. This can be achieved by providing affordable internet connectivity, equipment, and technical help to remote and disadvantaged communities. Online teachers need professional development. Training programs on e-learning methodology, online teaching strategies, and student participation will improve e-learning instruction. To help students, strong student support services are essential. Technical support and course material clarification can be provided by help desks, online counselling, and virtual contact channels. Engaging and collaborative learning can boost student motivation and involvement. Virtual teamwork, discussion boards, and group projects

promote active learning and online community. Finally, e-learning resources and courses must be quality-checked. Quality assurance systems, regular exams, and student input can achieve this. These proposals will help Bangladesh's education system embrace e-learning and adapt to the new normal, providing equal access, high-quality instruction, and meaningful student assistance. Lastly, encouraging the study and new ideas in e-learning will help the field move forward. By putting these suggestions into action, educational institutions, lawmakers, and teachers can improve e-learning experiences, making sure that all learners have the same chances and making a learning environment that is dynamic and open to everyone.

7. Conclusion

In conclusion, e-learning has revolutionized education delivery and access. Its accessibility, personalization, cooperation, and flexibility have transformed education. However, e-learning has its drawbacks. Online learning environments lack face-to-face interactions, which might hinder social and emotional development. Students should be encouraged to interact with one another and educators online. E-learning success depends on course quality and student motivation. Educator professional development, online course review, and creative instructional practices can address these challenges and improve e-learning. E-learning's obstacles and prospects in Bangladesh need further study. This includes studying the effectiveness of different e-learning platforms and tools, the impact of e-learning on student learning outcomes and academic performance, and the role of e-learning in promoting inclusive education for Bangladeshi students with diverse needs and backgrounds. E-learning has created a more inclusive, dynamic, and learner-centred learning environment, despite difficulties. Bangladeshi education can adapt to digital learners' demands by tackling problems and harnessing e-learning's benefits. Assessing strategies to maintain student engagement and motivation in online learning environments and exploring the potential of emerging technologies like artificial intelligence and virtual reality to improve e-learning in Bangladesh are still research areas.

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