

Sustainable transformations in contemporary higher education technology: online visual lessons in the pandemic

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Abstract

The most significant benefit in the COVID-19 situation comes from the experience we have gained as academics and practitioners of the educational fields at all levels, where reality is the complete opposite of what we think. To achieve the process of scientific acquisition, we engineered the local educational reality and measured its performance using standards, instruments, and conditions of validity that we did not produce. Globally, it is now obvious that relying on the Internet for education has led to gaps across nations, within states, and even between cities and their outskirts, which has sped up the development of alternate routes. We may be able to adapt to the educational content and connect the conventional lessons in a way that can be seen and reached by every home by using traditional solutions, such as education via television, as the visual medium occupies a leading position in its capacity to form awareness, communicate information, and guide those who are open to it for purposes.

Keywords: higher education; visual lesson; Distance Education; Epidemiological situation.

1- Introduction:

The world in which we live has undergone a complete transformation as a

result of globalization, and globalized technologies play a significant role in determining the new global economy and

producing quick changes in society, where they hold sway and have the potential to drastically alter the human condition. It has led to significant changes in manufacturing, agriculture, pharmaceuticals, business, engineering, and other sectors, and it employs workers in every field.

However, the advantages of technology come with great advantages within the field of education, as technology can impose itself as an essential tool in the educational life, and McLaren (2003) (Mahajan, 2012, pp. 5–6) sees that “technological awareness is a creative mechanism for moving to new schools entirely,” and this affects the quality of teaching and the nature of educational reforms, as a result of the excessive radiation of technology.

Education systems around the world are under increasing pressure to use new technologies to teach students the knowledge and skills they need in the twenty-first century. The 1998 UNESCO Global Education Report “*Teachers and Teaching in a Changing World*” which describes the radical effects of new ICTs on traditional teaching and learning. I predict they will transform the teaching and learning process and the way teachers and learners

obtain knowledge and information. The report says: “New possibilities are emerging, and they have already shown a strong impact on meeting basic educational needs.” It is clear that the educational capacity of these new possibilities has not yet been exploited.”

The closest by-products of the whole growth process, two conflicting forces, are mostly responsible for these new possibilities. First, the amount of information that is currently available in the globe has doubled since a few years ago and is growing at an increasingly rapid rate. The majority of this information is relevant to survival. Significant synergies develop when crucial information is joined with the advancement of the second modernization, i.e., the new capability of global communication. It is an opportunity to leverage this power, actively, consciously, in a planned manner, to contribute to meeting identified educational needs (Global Education Report 1998, p. 19) (Mahajan, 2012, pp. 5–6).

Over the past two years, the epidemic of Corona COVID-19 hastened a strong move towards the option of activating the synergy between the power of available information and the power of technology, which has contributed to creating a creative dynamism to develop educational curricula that correspond to the conditions of the stone, and to maintain the educational system as limited as possible, and the latest education option.

With the Internet as the only option, there are many gaps. The technical, material and qualification obstacles make this option not suitable for everyone. On the other hand, the option of education appeared through media materials on television, and many countries turned to this option, which prompts us to question the stakes of transformation in distance education; how did the pandemic contribute to the dedication of technology in the educational process; and how did television contribute to bridging the educational gap between those who have available access to the Internet and those who do not?

Through this scientific paper, we will attempt to provide answers to these concerns by moving from posing the issue of how challenging online learning is to outlining a

workable solution for many nations, taking into account a number of factors.

2- Online learning: Reasons why we should not bet on it

While some think that a quick and unplanned switch to online learning would be problematic due to a lack of training or technical inadequacy, and little preparation-- will lead to a poor experience, unfavourable for sustainable growth (The COVID-19 pandemic has changed education forever. This is how n.d.),

Users—educators and students—of the multitude of online educational platforms and technologies frequently encounter difficulties when utilizing them. Several studies have recognized and emphasized some of these difficulties. (Pokhrel & Chhetri, 2021, p. 136) are accessibility, capacity, and many countries have faced significant problems with reliable Internet connectivity and access to digital devices, as many countries have faced significant problems with affordability, flexibility, and adaptability in the content of curricula and educational policies.

While poor or economically disadvantaged children in many developing

countries are unable to afford online learning devices, and online education poses a risk of increased exposure to the dangers of the open-access screen for the learner, it has become necessary for students to participate in offline activities and self-exploratory learning, and relatively innately motivated learners are not affected by their learning because they need the minimum amount of time. On the one hand, the weak group of students who are weak in learning to face great difficulties; on the other hand, some learners also face academically qualified students from economically disadvantaged backgrounds who are unable to access online learning.

According to a field survey on e-learning barriers, the major barriers to adjusting to e-learning were a lack of home devices or laptops, a poor or inconsistent internet connection, a lack of computer literacy, and technical issues. These findings are consistent with the study of e-learning hurdles.

According to current research, Nguyen et al. claim that various stakeholder perspectives on infrastructure, technology, management, support, implementation, and pedagogical factors are the primary barriers to e-learning. Another study classified e-

learning barriers at levels mainly related to students, teachers, curricula, and organizational and structural factors that need more cooperation to find solutions. These studies also showed that e-learning tools must meet the requirements of users to gain their trust and improve their acceptance of e-learning. (Zalat et al., 2021, p. 9).

3- The pandemic as an opportunity

More than 90% of the world's population has been affected by the COVID-19 pandemic, which has caused one of the biggest disruptions in education in history. To ensure that learning never stops, many countries have turned to online distance education. However, about 826 countries have not yet adopted this method. The pandemic has forced one million pupils (50%) out of schools, and they lack access to a computer at home. According to a recent study by the UNESCO Institute for Statistics (UIS) and teaching staff. (<https://plus.google.com/+UNESCO> , 2020). About 706 million students lack access to the Internet, and 56 million students live in areas not covered by mobile networks, and many countries have had to find effective solutions quickly and have proven that television and radio are good alternatives in

a context where online learning is not possible.

In this regard, on May 27, 2020, UNESCO and the European Broadcasting Union (EBU) hosted a virtual workshop in which they invited representatives from broadcasters to present the initiatives they had implemented as well as to talk about the lessons they had learned from using radio and television to deliver distance learning.

Many countries around the world use television and/or radio programs to implement distance education, and Africa is the most active in efforts to make use of television or radio (70%), while Europe and North America use less radio. In other regions, however, they are very active in spreading TV-based distance learning programs

(<https://plus.google.com/+UNESCO> , 2020).

4- TV as a solution

According to Fabes et al., the breadth of television's appeal is unique in human history, and its appeal is strongly correlated with how well-accepted it is in family life. There is no denying the extensive and pervasive role that television plays in modern family life (Fabes et al., 1989, p. 337).

For many scholars, the most significant event of the twentieth century is the rapid spread of television, and they believe (O'Guinn & Shrum, 1997, p. 278) that television forever changed our families, the way we elect our leaders and set social policy and judge the accused, because television has taken over reading, storytelling, and the transmission of myths, thus radically changing our culture.

Research indicates that people learn new and abstract concepts more easily when they are presented in verbal and visual form. Other empirical research shows that visual media make concepts more accessible than textual media and aid later recall. In research by Willingham (2009), he asked a question and concluded with a simple answer to make his point, "Why do students remember everything on TV and forget what we lecture on?" He concluded by saying, "Visual media helps students retain concepts and ideas." He also notes the critical role that technology plays in creating learning environments that expand one-way educational curricula, such as films, documentaries, TV shows, and music (Why Use Media to Enhance Teaching and Learning, n.d.).

According to UNESCO's Key Points to Making TV Education a Successful Educational Method, the unique advantage of television as a teaching method is that it can greatly expand the education of the best teachers in the nation. In addition, it can provide students with an educational experience far beyond the potential of traditional teaching aids.

Make practical decisions

The majority of broadcasters decided to rely on their existing programming because there wasn't enough time to develop and produce educational content for radio and television. Mr. Gates Oganauskas, one of the creators of educational television programs, explained that they chose to adapt existing formats to educational and entertainment needs by adding educational content and interactive elements. By creating teaching packages on numerous themes using documentaries, shows, and videos from their databases, they also utilized their audiovisual archives.

With focus and honesty about people's abilities, one channel manager, Robert Fortuyn, suggests: "It is better to do less of what you do better than to do more of poor quality." He also adds that consistency is key to encouraging learners to follow

through on their programmes. Ms. Annabelle, Head of Digital Education at ABC Australia, noted that due to the health measures in place in countries, production teams must be very creative to film programmes, so that education via TV is an enjoyable, useful, and less expensive experience.

Learner-centered approach

The two main goals of the various initiatives that were presented during the workshops led by global education actors were to reach out to students and to ensure continuity of education. Most broadcasters created their programs with more interactive elements to draw in learners, especially the younger ones. The events are also intended to provide as a forum for the sharing of knowledge and experiences across generational divides. The usage of visual media through television was incorporated into many of the examples given during the training.

sustainable solution

Using radio and TV broadcasting as distance learning solutions is a powerful way to bridge the digital divide in the education sector and reach the most marginalized learners. However, there are still some important things to consider. Addressing

many questions related to ensuring the quality of educational programs and motivating learners, especially younger ones. Evaluating or measuring learning outcomes still needs more investment.

Moreover, the question of the long-term sustainability of these programs is also under discussion, and some countries have already decided to continue broadcasting programs developed during the pandemic after schools reopen.

5-How do we play the role of television in education?

The World Bank has published an article in which its authors (ZACHARIA & TWINOMUGISHA, 2020) explain how countries around the world have responded to school closures due to the coronavirus (COVID-19). Countries with low resources are turning to television to dramatically increase access to distance learning, and weak and middle-income countries have been using television education since the 1950s. Recently, the World Bank Education Technology Team compiled examples of educational television programs used by countries during COVID-19 and developed a rapid response guidance note on the use of educational television programs during

school closures. Key insights into the initiation and sustainability of educational television for distance learning, which is currently supported by more than 40 models from the country can be displayed as follows:

- Use a mix of live broadcasts and pre-recorded content (on demand).
- Determine the channels for broadcasting programs.
- preparing schedules for educational television programmes.
- Develop a communication strategy and communicate regularly.
- Providing support to students, parents and educators.
- Five additional things to consider:
- Connect and learn from other countries with successful TV education experiences.
- Content used during the COVID-19 closure may be reused when schools reopen and to reach out-of-school children.
- Support for expanded TV access to the Internet and digital devices: This can amplify the reach, impact, and effectiveness of these TV shows as well as related communications including program schedules and

support, where limited Internet access, such as text messages and WhatsApp, can be accessed.

- Support complementary actions such as text messages and printed materials: Supplementing television programming with printed materials such as workbooks, writing homework, or newspaper-based activities can improve its effectiveness.
- Support Diversity, Equity, and Inclusion: Diverse experiences can add diversity to this programming, and take into account the racial, physical and cultural differences among learners.

6- The role of television aside from education

Due to its creative uses, educational television has made enormous strides around the globe. In fact, there have been numerous success stories involving the use of television for education in various nations, sustaining the notion that it is both an entertaining and an instructional medium, and recent studies demonstrate that preschoolers have benefited much from this use. In comparison to their peers who

choose to watch general entertainment, preschoolers who have spent more time in instructional programs do better on achievement tests throughout time. This is where instructional television comes in.

In addition to the important functions of instructional television, audio-visual components are more frequently used beyond the group of educated learners. There is a television in virtually every home, and there are shows for both young and old viewers that aim to inspire and develop a culture and a pattern of collective thought, which makes television new roles and can inspire To enumerate a few of them in the sentences that follow (Cornucopia Inc., 2019):

6-1- Citizenship training

The concept of citizenship is crucial to the modern state, and debates, documentaries, series, and national documentaries all play a significant role in achieving this aim on television. These shows are broadcast in order to foster a sense of patriotism and highlight the responsibility that people have to their country.

6-2- Promoting a sense of global integration

Everywhere in the present period, where many nations are becoming more unified due to quick communication, there is a sense of the necessity for global understanding and national unification. In order to ensure that they live in peace with one another, learners can have a sense of oneness, interconnectedness, and cooperation.

6-3- Environmental awareness

Life on Earth has faced challenges in the modern era due to environmental imbalances and pollution. Urbanization and the quickening of population expansion are to blame for the massive accumulation of hazardous waste and deforestation. The promotion of environmental awareness through various television programs is urgently needed nowadays.

6-4- Enhancing the well-being of life

Television also serves the purpose of entertaining viewers with a variety of shows like sports, soap operas, and movies. A key tool for fostering social cohesion, enhancing cultural and social life, and advancing the economy is television. TV can play roles that go beyond the usual and well-known ones, to roles that improve the worth and quality of life, and accomplish well-being, either by broadcasting programs that are at

the limit of human possibility or by simply being easily accessible in the majority of homes throughout the world.

The same goes for a luxury demand, like football tournaments, where some governments rush to spend enormous sums of money to acquire the rights to broadcast the games of their nations in order to satisfy the demand for popular welfare, or by offering guidance programs that serve as a manual for living a life that is more enjoyable and open to the rest of the world.

7- Conclusion and recommendations

A clear, equitable, and forward-looking approach must be developed in order to provide sustainable education under emergency circumstances, Starkey et al. (2021, p. 3), presents through an extensive reading of the articles and research that have accompanied the evolution of education through its response to the challenge of the pandemic, and concluded that there are three main themes, indisputable for sustainable education, and we can adapt these points, as forward-looking perceptions of what distance education should be like through television and even the Internet:

Mainstreaming digital equality

It is challenging to expect students to have the same level of digital and technological

proficiency because of the diversity of material levels for different social groups, which inevitably results in levels of ability to provide the tools and resources necessary for distance learning, the social and economic context of families, and the cultural context, such as barriers to girls' access.

The Internet or the TV's remote control, both of which are subject to authoritarian family rules, create contradictions and gaps between distant learners; so it is natural that we do not bet on the experience of distance education in any context except through a careful study of the situation of each learner. Creating mechanisms to enable learners to achieve the instrumental and qualification sufficiency for distance learning, so that there is a generalization of technological and digital equality, and the development of a guiding guide for families and parents in order to accompany their children in this type of education.

Develop emergency response plans

The need to create emergency response plans is a common recommendation across many global studies. Despite investing significant resources in the past two decades to integrate technology

into education, the emergency brought on by the pandemic has revealed that education systems around the world have not been prepared to confront it. The difficulty of implementing distance learning, even television, which some have bet on as a tool for easy access for learners, was not deliberate access in terms of educational content but was instead primarily improvised, led by media specialists more than teachers, and as a result, the creation of emergency response plans.

Educative, and enabling the television teaching option, which necessitates the development of carefully considered plans by experts from the media, education, and psychological experts; providing an infrastructure capable of emergency exploitation; developing plans for effective communication and communication; developing and supporting the teacher's efficiency in effective distance educational practices; and developing students' competency at an age-appropriate level. Teachers must be able to help kids emotionally and modify their procedures to work with parents in autonomous and collaborative learning.

Teacher appreciation

There is a clear focus in many studies on how teachers are responding to the pandemic to support their students and continue education, and there are many examples from all countries of how teachers have quickly adapted to teaching and supporting students outside the classroom environment through distance learning, which supports why the teaching profession should be celebrated over Globally, unfortunately, in the current neoliberal global context, teachers are They are often positioned and treated as a “problem,” rather than celebrated and blamed for shortcomings. Teachers are questioned and criticized in two ways: one is to focus on evaluation and accountability during the epidemic, as it is in the American media; and the second is criticism of the digital and technological competence of teachers or educational practices remotely, and thus the teacher was put in a question about his abilities instead of his appreciation, which added an additional psychological burden to the psychological burdens that bear and bear the teacher and professor. In order to value the educational practices, initiatives, and skills that these people have produced in light of a global ordeal, and to provide them with material and moral support in order to

strengthen their capacity to appreciate the effort.

In conclusion, television effectively contributed to bridging the gap between learners in light of the Corona pandemic, and the success of this experiment indicated the formation of pedagogical awareness that works in the future to integrate and develop this technology in distance education programs. Even after the pandemic is over, television is no longer a bad companion for children, thanks to the development of targeted and targeted media educational content built with media pedagogy expertise and technological tools that can be updated, developed, and integrated with the Internet so that education becomes an enjoyable and more effective experience that achieves the established goals.

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