



THE IMPACT OF ONLINE LEARNING*: HOW VIRTUAL EDUCATION IS RESHAPING TRADITIONAL CLASSROOM MODELS

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ABSTRACT

Due to the rapid development of digital technology and the significant shift brought about by global shocks like as the COVID-19 pandemic, online learning has transitioned from being a supplemental tool to being an essential mode of education. The purpose of this research is to investigate the ways in which traditional classrooms are being significantly altered by the use of virtual education. In order to do this, it investigates the evolution of online learning over time, the elements that contribute to the success of digital pedagogy, and the ways in which these aspects influence classroom practices and the outcomes for students. The study highlights the ways in which conventional educational institutions are undergoing transformations by being more adaptive, more accessible, and engaging in the utilisation of a wide range of teaching materials. Furthermore, it dives into the ever-increasing relevance of student autonomy, the expanding value of learning that continues throughout one's life, and the worldwide interconnectedness that is made possible by digital platforms. A new set of educational duties, data-driven customisation, and flexible teaching approaches have been introduced for educators as a result of this significant transition. In spite of the fact that it has a great deal of potential, virtual education is plagued by a number of challenges, including digital inequities, impediments to motivation, and constraints on infrastructure. According to the findings of this research, the last part makes recommendations for modifications that would be advantageous to both students and teachers in order to make online classrooms more inviting and productive. This research integrates new results with practical information in order to provide light on the long-term implications that online learning has had on the philosophical and structural underpinnings of traditional educational institutions.

Keywords: Online , learning, Education, Traditional, Classroom, Impact

INTRODUCTION

This century has seen a huge amount of technological advancement and widespread integration of digital tools, both of which have contributed to the beginning of a new era of revolutionary change in its educational system. It began as a supplementary platform, but it has since developed into the industry standard for the provision of education. The introduction of online learning has been one of the most significant shifts that has occurred in this context. The duties of both students and teachers are being altered as a result of this transition, as are the traditional models of the classroom and the long-held assumptions that have been made about education [1] 2].

From its modest origins as a solution for students who were either far away or adults, online education has evolved to become a prevalent trend in all areas of education, from elementary school to university and

beyond. Because of the global COVID-19 outbreak, educational institutions were forced to use remote learning techniques on a scale that had never been seen before. This accelerated the spread of the virus. According to the information provided by [3], the closing of schools had an effect on more than 1.5 billion students all over the world, which resulted in a significant and quick transfer to online education. At the same time that this forced shift brought to light significant deficiencies in infrastructure, pedagogical preparedness, and accessibility, it also brought to light the potential of virtual education to provide learning experiences that are scalable, adaptive, and personalised [4].

In the context of the digital learning environment, several aspects of the traditional classroom are undergoing extensive reevaluation. A variety of alternatives to the conventional classroom, which is characterised by a finite amount of time and a physical location, are now being developed. These alternatives include asynchronous modules, discussion forums, interactive virtual labs, assessments that are driven by artificial intelligence, and mobile-based learning [5]. As time has progressed, the function of a teacher has expanded beyond that of a simple information transmitter to include the responsibilities of a facilitator, content designer, and curator of digital resources. On the other hand, it is anticipated that children will behave more independently, be proficient in the use of computers, and be able to handle themselves. At the same time that this paradigm shift is generating a reevaluation of the conventional thinking that surrounds education, it is also set to have a major impact on the creation of curricula, pedagogical techniques, and institutional policies.

Despite the existence of potential advantages, the rapid adoption of online learning has not been without its share of challenges. There are significant challenges that arise as a result of disparities in internet access, device availability, digital literacy, and student motivation [6]. These challenges are especially prevalent in underprivileged and rural locations. Furthermore, in contrast to traditional classroom education, there is ongoing discussion about whether or not online learning can provide the same outcomes in terms of in-depth learning, critical thinking, and social interaction [7].

Taking into consideration the aforementioned, the objective of this study is to analyse the ways in which traditional classroom education is being transformed by the introduction of online courses. In this article, we will examine the evolution of online education, the ways in which it has altered the relationships between teachers and students, as well as the challenges that have surfaced since the beginning of this educational method. The study will also offer strategies to integrate the best of conventional classroom education with online resources, with a focus on approaches that place the emphasis on the teacher and the students. This will assist relieve the challenges that have been identified. This contributes to the greater discussion concerning the ways in which education will develop in the future, which will be characterised by increased digitalisation and global connectivity.

OBJECTIVES

1. To investigate the ways in which conventional teaching techniques, classroom organisation, and student-teacher relationships are being altered by virtual education.
2. To evaluate the advantages and difficulties of online education in changing the traditional classroom setting.

METHODOLOGY

For the purpose of gaining an understanding of the ways in which traditional educational paradigms are being transformed by online learning, this study employs a qualitative research technique that is supported by secondary data analysis. An exhaustive review of the relevant literature was carried out in order to explore the history, characteristics, and outcomes of various forms of online education. Case studies, policy papers, and scientific publications were all included in this examination of the relevant literature. This research examines the similarities and differences between virtual learning environments and more traditional classrooms with the goal of shedding light on the disparities in pedagogy, student involvement, and course completion that exist between the two types of learning settings. A study was conducted utilising theme analysis to investigate the implementation of online education across all educational levels in order to identify similarities, challenges, and potential solutions. With the help of this approach, we are able to get a more nuanced picture of the whole shift from conventional models to digitally mediated education, which not only sheds light on the present but also predicts its future.

ONLINE LEARNING EVOLUTION AND MODELS

1. Evolution of Online Learning

From the 1980s to the 2000s, when services such as television programming and mail courses were very popular, the primary components of online education were video lectures and textbooks. The students' ability to engage in the material and remember it was significantly impeded since there were no possibilities for interactive learning that went beyond memorisation. Traditional university-run distance learning programs, for instance, allowed students to hear recorded lectures from the main campus and transmit them to themselves. These programs did not involve any form of meaningful assessment or group work, and they did not require students to work together. Blackboard and Canvas are two examples of platforms that make it feasible for students and professors to engage in fundamental talks that took place asynchronously. Having said that, these forums were often supplementary to the methods of instruction, and they failed to motivate pupils to engage in academic pursuits. During the emergency shift to online education that was brought on by the pandemic in the middle of the 2000s, independent learning management system (LMS) add-ons that lacked inspirational design concepts came to light.

As an example, a survey that was conducted at the beginning of the year 2020 across a number of educational establishments in the United States revealed that the majority of students believed that online courses were not as effective as traditional ones in terms of retention, engagement, and the value of what they learnt. The reasons that they offered for this were that the lectures were boring and the assessments were biased. On the other side, one of the many unique hybrid models that arose during this gap was the flipped classroom, which features a combination of online and in-person instruction. In flipped classrooms, teachers provide students the opportunity to obtain course materials online via the use of interactive technology that encourages self-directed learning. At the same time, students are given the opportunity to actively apply what they have acquired through in-person activities such as group projects, conversations, and lab studies. In the computer science classes that are split-scheduled at Harvey Mudd College, students participate in online modules that give coding instruction and documentation. Meanwhile, small student teams meet in person to collaborate on the debugging of programs and the completion of laboratories with professors and

teaching assistants [8]. According to the findings of a number of studies, the combination of these factors leads to significantly greater levels of engagement when compared to standalone scenarios.

These findings are confirmed by the fact that the ratings on the motivation survey are greater than those obtained using standard formats [9]. In addition to flipped classes, modern simulations that make use of augmented reality and virtual reality are in the process of changing specialist instruction into an immersive experience. An increasing number of medical students are already using interactive augmented reality mannequins for the purpose of practicing diagnosis. For the purpose of observing the therapeutic impacts, they can modify the properties of the mannequin. Virtual reality (VR) learning labs provide students of chemistry with the opportunity to participate in potentially hazardous experiments in a secure setting, replete with realistic sights, sounds, and the ability to manipulate objects [10]. Through the use of biometric data, face recognition, and audio recordings, assessment tools that are powered by artificial intelligence may also be of assistance to students who want to pursue careers in the business and legal sectors. These technologies may provide students with extensive feedback on their oral and writing communication skills. The difficulty of duplicating in-person education online continues to be a concern; nevertheless, new technologies are opening the way to more immersive types of remote learning.

2. Features of Good Online Learning Models

The modular and focused content that is utilised in an effective online learning paradigm. According to a research, chunked, coherent learning sequences are effective in improving the attention and cognition of students who are enrolled in online classes. Students were able to retain more information and have a better sense of understanding it when compared to traditional formats, which consisted of hour-long video lectures broken down into six to eight minute chunks with comprehension checks and recall activities [11]. This was discovered through a comprehensive analysis of undergraduate courses in India. This outcome lends credence to the notion that organised activities need to be associated with material that is focused. During the process of passively viewing films, students' working memories are said to fill up in shorter bursts, according to the theory of learning science.

As a result, it is advised that students absorb the knowledge in smaller chunks before re-cueing it. There are a few different types of material that are multimodal. When aspects of visual, written, and auditory communication are integrated, they produce complementary multi-sensory brain encodings, which further boosts the ability to retain information. A study was conducted by academics at Stanford University to see how students used online data science courses. When it came to deciphering facts, those who used music in addition to visuals performed much better on analytical tasks compared to groups that relied just on multimedia or textbooks [12]. Therefore, the combination of sight, text, and sound results in the establishment of complementary brain encodings for information that was previously incomprehensible. This, in turn, makes information that was before boring or ambiguous more intriguing and easier to recall. When multimodal stimuli are present, it is feasible for them to simultaneously activate regions of the brain that are involved in the processing of visual information, verbal information, and perception.

In order to stimulate active participation, interactive quizzes, animations, and components are used. These elements have the potential to improve the level of engagement in online learning. Interactivity, game-like aspects, and practical usage via the use of evaluation, co-creation, and purposeful learning activities based on real-world situations are all ways in which student engagement may be significantly increased through

the use of interactive assessments, animations, simulations, and collaborative projects. In order to encourage students to engage in online learning, it is necessary to implement online learning models that include real-world skills and group projects.

By shifting away from individual coding and towards collaborative game development via the use of Github repositories, a significant number of students attending universities in Thailand were able to enhance their participation rates in computer science coursework. The findings of the research suggested that the levels of involvement were increased by team procedures. This was attributed to social responsibility as well as the motivation of applied coding. It is possible for students to use criticism cycles during the time that they are not enrolled in classes in order to improve their conceptual knowledge in structured discussion forums. The provision of timely feedback enhances the remote validation of progress and the ability to self-correct. In order to dramatically improve the quality of online education, well-designed educational programs should include elements such as multimedia, interaction, customisation, and collaborative learning.

IMPLICATIONS OF ADOPTION TO ONLINE LEARNING

1. Impact on Teaching Practices

The abrupt move to online learning has changed instructional paradigms and instructor responsibilities. To reduce online attention fatigue from infrequent in-person engagement, lesson designs are now more brief, modular, and outcome-driven. Sydney University's Faculty of Medicine students may now see abbreviated versions of their hour-long lectures on essential themes. These videos engage viewers with knowledge tests [13]. Canvas, Blackboard, and Moodle provide online motivation tools. Goals, progress dashboards, chat-based encouragement, and remediation are examples. Online settings provide unsurpassed personalisation by customising material difficulty, evaluations, and feedback to capability profiles using adaptive learning algorithms. Khan Academy's mathematics lessons dynamically rotate between beginner, intermediate, and advanced problem levels depending on students' activity analysis. Traditional classrooms with lesson plans prevented individualised teaching [14]. Augmented reality practicals in healthcare, engineering, and architecture may adjust hands-on learning to equipment availability via multi-user simulations. Teaching has shifted from hierarchical to mentoring. Continuous competence assessments beyond rote testing, tailored coaching, one-on-one involvement to encourage students, and pleasant online activity design are new virtual education demands. These examples show how online education can transform the sector, not only provide virtual classrooms. Digital platforms' versatility allows large-scale automated procedures including adaptive assessment algorithms, simulation methodologies, multimedia content, and short-form learning sequences [15].

These innovative designs show how technology may improve customisation and practical teaching and learning to increase education access. If electronic technologies are to be fully used in the classroom, educators must continuously learning, adapt, and be innovative. Constructivist pedagogies that encourage self-direction are also growing in importance. Thus, although online learning has enhanced accessibility, fairness, and efficiency, successful harvesting still needs instructors to adapt their attitude and support from bigger institutions. Digital educational designs must be research-based and take into account internet affordances and limits to provide meaningful learning results. The pandemic reaction shows that digitalising school activities has negative impacts. Creative solutions may improve online learning by combining models, platforms, content, and evaluations. As they transition from teachers to facilitators, designers,

mentors, and assessors of students' online learning journeys, educators' co-evolution is inevitable. According to statistics and examples, procedural changes are as necessary as new technologies for online education models to succeed. Humans' willingness to innovate and prudently employ these possibilities, not faultless technology execution, is progress.

2. Impact on Student Learning Outcomes

Despite online learning's increased availability, instructional design has led to uneven learning outcomes. During the first pandemic shift, a poll of over 300 institutions indicated that over half of students were less inclined to take distance courses than in-person courses owing to quarantine and transactional classrooms [16]. Without allowances for disability, language obstacles, or digital literacy imbalances, some student groups suffer disproportionate accomplishment challenges while accessing digital resources. Children with cognitive, attentional, and emotional issues saw their learning rates plummet threefold when in-person special education assistance services were unexpectedly eliminated. ESL students have suffered from the change to online learning since it eliminates in-depth class discussions and vocabulary drill. These results highlight the necessity for accessible learning resources such translation software, reading comprehension aids, and spoken replies. New blended and customised models may maximise interaction using research-backed methods, enabling remote outcomes to match those in frequent places. Despite pandemic disruptions, a Singaporean school increased its first-year engineering course passing rate by 100% by combining lab time with adaptive online content. Students took online exams tailored to their abilities based on prior replies and project data, while distant groups used physical simulators at predetermined intervals [17]. Human-driven personalisation reduced poor learner performance and global results. Online learning removes geographical obstacles, but fair and meaningful results at scale need inspirational, inclusive, collaborative, and customised teaching. Better access, experience, and support may help all students succeed. However, judicial implementation must meet scientific learning and student demands..

IMPACT ON STUDENTS

Beyond the obvious, there are three major ways in which online education has a significant influence on students:

1. Lifelong Learning: Unlocking the Full Potential of Online Education

Given that online platforms support lifelong learning, this move has major implications for those who desire to better themselves and their jobs. Online learning is defined by its adaptability to today's students' changing demands. Online learning gives students greater scheduling freedom than traditional courses. This versatility lets pupils study at their own pace. Due to this paradigm change, people may upskill or transfer careers after graduating [18]. This lifelong learning concept is ideal for today's fast-changing job environment, where new skills are required for professional advancement. The availability and diversity of online courses also aids personal growth. Today, students may study anything, independent of major. Instead, people have access to vast amounts of knowledge on many issues. This encourages critical thinking and allows individuals to study cross-disciplinary links. It turns learning into an experience where individuals may explore their interests, test new skills, and discover new hobbies. Overall, online education accelerates the change from a strict, time-limited paradigm to a flexible, lifelong approach. It prepares individuals to thrive

in a world that is always improving and reinventing itself. As it increases, online education might democratise education and allow everyone to learn throughout their life.

2. Global Online Education Perspective

Online education has revolutionised global viewpoint for students. This new perspective outside traditional understanding benefits schooling in many ways. First, distant learning overcomes geographical barriers quickly. Virtual classrooms and digital platforms allow students to communicate with professors and peers worldwide. Globalised learning exposes students to a wide range of cultural viewpoints, attitudes, and ideas. You may take a cultural immersion trip without leaving home by connecting with instructors and students worldwide. It promotes cultural understanding and tolerance by teaching people about each other's traditions. In today's globalised environment, students may get valuable international perspective by looking outside their local area. Global interactions promote adaptability and cross-cultural understanding. Working with varied cultural backgrounds is difficult, but students learn how to do it. Student learning to recognise and understand cultural nuances is important in the classroom and in work worldwide [19]. Online education prepares students for worldwide collaboration. Our alliance will educate students for international cooperation, which drives innovation and progress in today's interconnected society. Students obtain the information and perspective essential to flourish in today's linked world via collaborative projects with foreign peers or cross-cultural online chats.

3. Online learning success depends on self-motivation.

A paradigm shift has occurred in the manner in which students approach and engage in their own education as a result of the introduction of online education. The focus placed on establishing one's own internal desire, which is essential for succeeding in online classes, is one of the most significant parts of this transition. In order to be successful in online classes, you will need to exercise a great lot of self-control and make effective use of your time. Students are not provided with a predetermined schedule as they would be in a traditional classroom setting; rather, they are expected to take responsibility for their own education when they participate in online learning. Their study routines are well-organised, they have well articulated goals, and they consistently finish their assignments before the deadline. Through the cultivation of skills that are essential both within and outside of the virtual classroom, this focus on self-motivation is fostered.

You will find that the self-control that you gain while taking courses online will be beneficial to you in your professional life. Due to the popularity of remote work and flexible scheduling in today's economy, the ability to focus and finish activities without supervision is highly prized. This is because projects may be completed without supervision. In a short amount of time, students who take courses online become proficient in the art of time management. They learn to divide their days into different blocks for education, work, and enjoyment. This skill, which ensures academic success, creates an environment that is conducive to a life that is rich in experiences and productive. Additionally, the capacity to push oneself to study, which is a defining characteristic of online education, may be used in a variety of settings. It provides individuals with the fortitude to carry out activities on their own terms, such as maintaining healthy habits and being able to persevere when things get difficult [20]. People are taught to see setbacks as stepping stones on the path to success, which helps to cultivate an attitude of constant progress on their part.

EXTENDING THE IMPACT OF ONLINE EDUCATION ON EDUCATORS

1. Online Adaptive Teaching

The revolutionary job of adaptive learning in the digital classroom requires teachers to reconsider their ways. It has many crucial elements: Teachers must educate and amuse pupils as they study online using multimedia. In this digital age, educators must provide visually attractive, engaging, and instructional products. This includes creating immersive video lectures, animated explanation slides, quizzes, and simulations. Our goal is to make learning fun so students are more engaged and retain more knowledge. Second, as we shift from classroom to online learning, students will need help establishing productive online discussions. Your duty is to engage students, encourage them to speak out, and teach them teamwork. Online educators should utilise forums, chat rooms, and video conferencing to encourage productive exchanges. Teaching is more than just communicating; it's about developing critical thinking and teamwork skills. Finally, online courses must be straightforward to use and navigate. Students taking the course online should have easy access to all materials, including assignments. The online classroom must be well-structured so students can find material fast. Teachers must consider how their online platforms are designed, where their materials will be shown, and how clear their instructions are to avoid student frustration and confusion.

2. Data-driven teaching and personalisation

Educators greatly benefit from the abundance of student performance data provided by One Online Education, which greatly improves the learning experience as a whole. In order to better assist their pupils, teachers are able to make adjustments based on real-time performance data. For example, prompt interventions may be implemented by recognising students who are struggling or who are having difficulty with certain courses. Some examples of this kind of support include virtual one-on-one meetings, individualised comments, and suggested reading lists. In addition, teachers may adjust the speed of the lesson to accommodate different students' learning capacities, making sure that no one falls behind. The methodical monitoring of student progress via assignments, quizzes, and examinations is where online systems really shine. Teachers may see how their students are doing, how long it takes to complete activities, and how many points they get in real time. Educators may use this data to assess the effectiveness of their teaching techniques and the clarity of course material.

Educators may make content improvements if a certain quiz repeatedly has poor marks. The teaching tactics are fine-tuned via this continuous evaluation loop, ensuring that students have an optimised learning experience. Developing unique educational plans for each student is a fascinating use of data-driven insights in online classrooms. In order to better understand their students' learning styles, strengths, and areas for progress, educators might analyse data from student interactions. Teachers use this data to create individualised lesson plans for their students. A good illustration of this is the availability of video-based resources for visual learners and the provision of specialised projects for hands-on learners [22]. By tailoring lessons to each student's specific requirements, this method increases student interest, motivation, and achievement.

DISCUSSION

1. Common Challenges Faced

Many institutional structural and pedagogical issues restrict online education's efficacy. Participation inequalities exist because pupils lack equitable access to technology, the internet, and supportive families. Teachers switching to remote models lack digital fluency since they never get design/tech training. As a consequence, most media employ static, PowerPoint-style content with minimal interactivity, and assessments seldom include students' talents and learning styles [23]. Reduced instructor presence and involvement hurts mentoring. These designs don't stimulate individuals, which causes negative sensations that hinder thinking and action. Communication problems and social isolation worsen these impacts. Even when access is enhanced, online learning without well-rounded instructional models promotes student disengagement, poor metacognition, and poor skill development. Studies demonstrate that students lose motivation when they have to do online tasks alone and don't obtain timely feedback from professors.

Due to development cycle delays and change management issues, most learning management systems fail to innovate despite real-world instances of blended models, multimedia, and simulations' targeted advantages. The urgent need to implement institutional changes has eclipsed the significant access and achievement inequities that students with disabilities, low digital literacy, ADHD, and other requirements confront. Blended and personalised learning may simulate real-world immersion, but adding capacity analysers, evaluators, and motivators to instructors' roles would need considerable retraining and new compensation systems. Few studies have examined how online learning affects long-term cognitive differences. Even if changes are possible, present student-teacher relationships tend to fall short of desired engagement and equality [24].

2. Proposed Solutions

According to the research that was evaluated, a combination of blended models with teacher training, platform advancements, and individualised content might be an effective strategy for overcoming persistent hurdles. Flipped classrooms have the potential to enhance students' social interactions and project work while simultaneously increasing competency-aligned, self-directed online learning [25]. This is accomplished by encouraging students to participate in particular in-person activities. Learning management systems (LMSs) need a design change towards designs that are more user-friendly, engaging, and mobile-friendly. By providing students with comprehensive teaching in the development of new and constructive online activities, teachers may be able to boost students' interest and performance. It is important to make use of analytics in order to monitor the development of learners and to determine the areas in which they may benefit from customised tests and content. According to [26], human-driven personalisation that is enabled by contextual recommendation systems has the potential to retain motivation.

Teacher-Centric Suggestions

In order for educators to be able to develop digital learning environments that boost student engagement and accomplishment, they need substantial retraining programs that concentrate on online instructional design, analytics, and the capabilities of learning platforms. Educators should adhere to best practices for including synchronous in-person components into online courses that are mostly self-paced in order to empower students to participate in group projects, debates, and laboratories regardless of their physical location [27]. In flipped classrooms, students are more engaged when they are obliged to view video lectures at home and work on group issues under the direction of a teacher during class time. This is because students are getting more out of the experience. It is possible for instructors working in mixed models to get hands-

on expertise with the customisation of learning management systems (LMS), recommendation algorithms, and user progress dashboards [28]. Alternative formats, frequent knowledge evaluations, and seminars on sequencing content in a manner that is compatible with scientific principles are also important. These are all examples of valuable resources. Educators that employ interface tools to identify students' skill gaps and adaptability features to adjust exams and course material are able to give students with scalable and genuine individualised instruction. Through the broad implementation of learning analytics-based teaching in contextual peer learning communities, institutions are engaging in a process of reimagining the efficacy of online learning [29].

Recommendations Focused on Learners

Some of the concentrated modernisation efforts that considerably boost engagement in online learning systems include giving priority to the user experience, making the system responsive on mobile devices, making navigation simple, and including entertaining components such as gaming, 3D simulations, augmented reality, and virtual reality [30]. It is possible for contextual recommendation algorithms to monitor user progress data and provide suggestions for activities, resources, and difficulty levels based on that data. This may be helpful in addressing specific skill gaps [31]. Integrated educational technology platforms should be able to map out the mathematical abilities of first-year college students. These platforms should also be able to modify problem sets, step-by-step explanations, remedial material, and question severity with feedback that is provided in a manner that is close to real-time [32]. Through the use of individualised and interactive educational materials, it is possible to avoid the limitations that are associated with a classroom paradigm that is universally applicable. Access to high-quality education at a distance is made more accessible to the general public via the sponsorship of advanced learning environments by the government or institutions [33].

CONCLUSION

On the other hand, the introduction of online learning has been a game-changer in the area of education. It has ushered in a new age of adaptation, accessibility, and individualisation in contrast to the rigidity of traditional classroom approaches. When one investigates this subject in more depth, it becomes evident that virtual education is not only a substitute for traditional classroom instruction; rather, it is a game-changer in terms of pedagogy, learning outcomes, and the organisational structures of educational institutions. In order to be successful in today's digital environment, both teachers and students will need to make significant adaptations. This is despite the fact that online learning encourages autonomy, exposure to the world community, and participation in technological activities. There is a need for inclusive policymaking and individualised solutions in order to address issues such as digital inequality, a lack of involvement, and the need for self-discipline. Incorporating online education into ordinary classrooms is a once-in-a-generation opportunity to combine the most beneficial aspects of both digital and traditional teaching techniques. This might, in the long term, result in an educational system that is more flexible and safe. In order to make the learning environment more equitable and conducive to creativity, virtual education has to play an increasingly essential part in the process of transforming the paradigms that are used in conventional classrooms.

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