

CRITICAL PERSPECTIVES ON E-LEARNING DURING THE COVID-19 PANDEMIC

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Dear Editor,

I am writing in reference to the recently published articles "Perceptions of E-learning among Students of a Medical University: A Questionnaire Based Study". This article offers valuable insights into the challenging and perceptions of medical students regarding online education during the COVID-19 pandemic. The study's findings, which reveal that a significant number of students were dissatisfied with online learning due to issues like internet connectivity and power outages, reflect the broader challenges faced by education institutions globally during the pandemic. The fact that 65% of respondents were unhappy with online teaching despite 75% of educators being well-trained in online learning management systems highlights the complex nature of these challenges.

I commend the authors for their thorough analysis, especially the detailed demographic breakdown and the use of statistical methods to identify significant difference in student perceptions. However I would like to offer additional perspectives that could further enrich

the discussion on this critical topic. Firstly, it would be beneficial to explore the psychological and emotional impact of online learning on students. The shift to virtual learning environments has not only affected academic performance but also the mental well-being of students, as social isolation and increased screen time can lead to stress and anxiety. Incorporating qualitative data through student interviews could provide a deeper understanding of these aspects. Secondly, the study notes that laptops were the most commonly used devices for online learning, unlike other studies where mobile phones were more prevalent. This discrepancy suggests a potential area for further investigation into the accessibility and usability of different devices in various educational contexts. Understanding the reasons behind students' preferences for certain device can help in developing more effective e-learning strategies.

Lastly, while the article recognizes the acceptance of online examinations as a suitable method during pandemic, it would be insightful to compare outcomes of online assessments with

traditional in-person exams. Examining the reliability and validity of online assessments can help refine these methods for future use, especially in maintaining academic integrity and fairness. In conclusion, the article is a timely contribution to the ongoing discourse on the evolution of medical education in the digital age. By addressing the aforementioned points, future research can build on this foundation to develop more salient and effective e-learning systems.