

## **THE SHIFT IN EDUCATIONAL PARADIGM: PREMISES FOR RE-DESIGN AND ADJUSTMENT TO E-LEARNING LANDSCAPE**

**HOROSTOVATOVA Y.O.**

*Odesa State Academy of Civil Engineering and Architecture, Odesa, Ukraine*

To ensure the continuity of the educational process at the period of the pandemic, universities were constrained to carrying out their activity with students exclusively online. Educational system will hardly return to pre-pandemic premises, therefore e-teaching turns into one of the essential aspects of fruitful educational interaction with students in the future. To find strategies to spark learners interest and keep them focused during e-learning becomes crucial for teachers, on one extreme, for keeping pace with the needs, desires, and requirements of students, representing the second extreme. At the same time, the teachers themselves appear to be in a search of help, assistance and support at the stage of adjustment to new educational environment.

Providing services that help students and teachers learn about the latest policies adopted by universities and the government, and encouraging collaboration between these institutions; managing and developing internet infrastructure in order to avoid interruptions, especially during video-conferences; using friendly tools, that help students assimilate and understand information; providing reliable, interactive and diverse electronic resources; using social networks to build online communities for students in order to reduce feelings of isolation; using various effective techniques such as debates, or learning based on discovery and experience – these are the basic issues that will definitely contribute to successful adoption and accommodation in the future educational landscape.

While in general, e-learning was considered an option, an alternative to traditional learning, during the Coronavirus pandemic it became inseparable part of daily life aimed at maintaining the activity of the educational establishments. This paradigm shift from the mind-brain-body environments of classroom to e-teaching/e-learning affected the learning landscape to the extent when the identification of key differences between the two learning environments with respect to their ability to produce real skill transfer and to optimize the outcome of experience of the learner becomes urgent for facing the challenges of the pandemic times and working out effective solutions in the educational field.

The peculiarities of online and offline modes outlining the gaps of two environments are reflected in the following observations:

- classrooms rely on a large array of attentional, cognitive and behavioral management, regulative and disciplining cues and mechanisms that are not available in the online environment, which transcend the specific substance of the content

being taught and learned.

- the classroom environment constrains the students attention and shapes their microbehavioral responses via: the immediate presence of the instructor; the immediate presence of the other participants, whose mutual expectations and joint attention focused upon the instructor and/or the visual display of information further constrain the degree to which the student may produce mental or physical behavior that is deleterious to the flow of the class; by the shared and mutually reinforced norms and normatively grounded expectations of 'classroom behavior' by student and instructor; and not least by the 'unobtrusive absence' of stimuli and opportunities for behavioral or cognitive wandering that such stimuli create, which may be found in abundance in other environments.

- the set of behavioral and perceptual constraints and inducers supplied by the classroom experience are wholly absent, and supplemented in many cases by an environment which seems designed to produce maximum distraction and erosion of focus – such as the learner's own home environment, which provides a plethora of extraneous stimuli and 'signals of interest' that take the learner outside of the domain of the course. The 'teaching stimulus' – be it visually or orally presented content, or specific feedback on the participant's contribution – must compensate for the absence of the behavioral, perceptual and cognitive constraints of the physical classroom.

The crucial differences between classroom and e-learning can also be tracked out in specific domains of experience: place, measures, measurement techniques and measurement technologies used to both monitor the quality of delivery and transfer of the e-learning experience to a single-user and user-group level, articulating interaction and learning experience design protocols that can be pursued in a learning landscape of the future.

E-learning functioning as a skill transfer vehicle for production or facilitation of learning, results in a demand of radical re-design of learning paradigms and adjusting them to the e-learning landscape. Satisfaction of the demand of designing and engineering of the e-learning environment for maximal skill transfer is far more challenging than simply that of changing the length of content. It involves consideration of both external and internal factors, vehicles, targets, destinations.

Granted that in the age of laptops and smartphones when classroom norms and behavioral equilibria are changing quickly, provision of equilibrium between classroom mode with its non-digital activities, management and monitoring of teachers activity and learners progress, on one hand, and online courses, on the other hand, will definitely enhance the quality of e-learning in educational landscape of the future.