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## **TEACHING STRATEGIES: OFFLINE AND ONLINE LEARNING**

**Idrissova M.A.**

mapruza\_2015@mail.ru  
Turan-Astana University  
Nur-Sultan, Kazakhstan

**Tussupbekova M.Z.**

tusupbekova\_mzh@mail.ru  
L.N.Gumilyov Eurasian National University  
Nur-Sultan, Kazakhstan

**Smagulova B.G.**

smagulova\_bg@enu.kz  
L.N.Gumilyov Eurasian National University  
Nur-Sultan, Kazakhstan

### **A b s t r a c t**

Since 16<sup>th</sup> March 2020 academic year for all educational institutions in Kazakhstan as in the whole world became untraditional for all learners with the spread of the COVID – 19 pandemic that has led to the closures of all schools, colleges, universities. The Ministry of Education and Science of the Republic of Kazakhstan had taken measures to initiate online teaching.

This paper focuses on online education at L.N.Gumilyov Eurasian University. Some teaching strategies are presented to show online teaching strategies for university instructors who might conduct online education in such circumstances. In this article, we consider teaching strategies are necessary for online and offline learning that help teachers to work in their professional activity. If using these strategies well, students are more likely to be more active at the lessons. Selection of

teaching strategies appropriately is of great importance for students to deliver high-quality education.

*Key words:* COVID-19, teaching strategies, online education

### **Introduction**

Since 16th March 2020, Kazakhstani educational establishments had to pass from traditional in-class face-to-face education to online education in an attempt not to spread Coronavirus disease (COVID-19). Most Kazakhstani universities had started online education. In a short time period, faculty staff started teaching in front of a computer screen, and their students had to stay at home and take the classes through the internet. This paper identifies implementation of teaching strategies for conducting offline and online education in similar circumstances and classifies six instructional strategies to improve students' learning concentration and engagement in a transition to online learning.

### **Characteristics of Offline and Online Learning**

At present time online learning is slowly becoming the trend, making a swift turn from offline class based learning. Traditional education is more on a set schedule and is more far for the hands on learners. Online and traditional education are both awesome ways to receive an education, but both are different, and so alike in many ways. In traditional education, student's attendance is mandatory and is required every day. A teacher and a student interact and have face-to-face communication. They can trust each other, and create some competition between the other students that is a huge thing among student peers. Traditional education is much more on the straight narrow line than online education. Online education is much more convenient and easier to incorporate into your everyday life, unlike with traditional education. Being an effective teacher requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs. It does not matter you have been teaching two months or twenty years, it can be difficult to know which teaching strategies will work best with your students. As a teacher, there is no 'one size fits all' solution, so here is a range of effective teaching strategies you can use to inspire your students activity. One of the teaching strategies between online and offline learning *are location and personal contact*. With offline learning, participants are required to travel to the training location, typically a lecture hall, college or classroom. With online learning, on the other hand, the training can be conducted from practically anywhere in the world. Students do not spend time and money traveling to a university or meeting with a teacher. They also do not carry heavy books or bags. They should only have a computer with internet access. Students may work on the internet from their homes, work or any other places. In spite of the rapid technology growth, computers and applications still cannot fully replace some elements of human communication that occur during the personal contact. Another strategy is the flexibility. Online learning usually has a more flexible timescale. When students study remotely, they can choose a convenient time for classes in accordance with their own schedule. Thanks to the convenience and flexibility, they can eliminate many problems: health problems, problems of living remotely from universities, etc. One of the more important strategy is the use of technology. In order to ensure effective interaction of students in distance learning, it is necessary to use a set of tools, including interactive computer programs, the Internet, e-mail, Skype, Facebook, videophone, etc. Nevertheless, this set of technology tools is not being fully used for quality education. The use of technology helps only effective interaction between students and the freedom to choose the time and place for study. The reason for dissatisfaction with the quality of

education is the fact that these computer programs consist of teaching materials of traditional teaching, teaching through the transfer of unsystematic, illogical knowledge. To improve the quality of distance learning, a new distance education strategy needs to be developed. Online learning is the future of education—at all levels, but especially in higher education. In many cases for online learning, the students are not directly interacting with the teacher or faculty. The students interact with teachers via chat room, forums or emails or some popular online learning platforms like:

1. Moodle (<https://moodle.org>)
2. Zoom (<https://zoom.us>)
3. Microsoft Teams (<https://microsoft.teams.com>)
4. Coursera (<https://coursera.org>)
5. Udacity (<https://udacity.com>)
6. Skillshare (<https://skillshare.com>)
7. Masterclass (<https://masterclass.com>)

### **Teaching strategies for online learning**

Based on observations of online teaching at L.N.Gumilyov University, there are six instructional strategies to improve students' learning concentration and engagement in order to achieve a transition to online learning.

#### *Creating the plan of preparedness for unexpected issues*

In a case of some educational institutions are not ready to switch to online learning, if teachers, students do not have computers, laptops, even if they have, computer servers are not be able to serve a great amount of users, all kinds of unexpected problems may be the result of unqualified system of education. As we know some students who live far from towns and cities do not have access to the Internet, there they have to face the problems of online education. Nevertheless, we hope that in future, the integration of information technology in education will be developed and online education will eventually become an integral component of any educational institution.

#### *Concentration of learners' attention on learning topics according to the Syllabus of the Discipline*

As it is known, students with different level of knowledge study at universities. In order to ensure students concentration on online study and ensure a clear knowledge structure in the curriculum, the teacher should divide the learning materials of the lesson into some parts covering the content of the topic in order to concentrate the students' attention on what they learn.

#### *The use of "voice" in teaching*

In traditional in-class teaching, body language, facial expressions, and teachers' voice are all important teaching tools. However, once a lesson is switched to online teaching, body language and facial expressions are under restrictions as it is difficult to use these tools through screens, and only "voice" could be fully functioned. Therefore, in online teaching, a teacher should appropriately slow down his/her speech to allow students to capture key knowledge points.

#### *Working with educational technologies*

Educational technology is a new field in the education sector for online learning than traditional in-class teaching for inexperienced teaching staff. We also observe that not all teachers at our university are ready to start implementing such technologies and they need the support from technical assistants. They should fully communicate with the teaching faculty before the class to make sure that they understand the objectives, structure of the lesson, and teaching activities of each class. In this way, technical assistants can provide effective support in online teaching. Nowadays,

teachers can use a wide range of tools to enhance the students' interest and motivation to do many tasks with the use of tools such as Kahoot, Trello, Nearpod, Prezi etc. Students interact with technology to make the learning process much easier. Technology simplifies the teachers' jobs, providing effective ways to forge a relationship between a teacher and a student. If teachers have access to the technologies, there is evidence that learning online can be more effective in a number of ways. As a research shows that on average, students retain 25-60% more material when learning online compared to only 8-10% in a classroom.

#### *Enhancing students' active learning ability outside of class*

Compared with traditional in-class, teachers have less control over online teaching, and students are more likely to "skip the class". Therefore, the progress of online teaching and its learning effectiveness largely depend on students' high-level active learning outside of class. To this end, teachers should use various methods to modify students' homework and reading requirements to enhance students' active learning outside of class in order to motivate the students' interests in getting the best performance. It is easier for students to express their talents outside of class and make learning more enjoyable and there is no restriction of time.

#### *Combining online learning and offline learning effectively*

Insufficient pre-class study preparation, limited participation in class discussions, and inadequate discussion depth are common phenomena in traditional in-class teaching, similarly, those issues should not be lost sight in online teaching. In order to solve such problems in online teaching, teachers should consider two phases of teaching, the offline self-learning phase and the online teaching phase. In the offline self-learning phase, students are required to read more texts and submit short papers based on their reading of key materials before the class. Teachers should provide feedback to students' assignments and know the learning cognitive levels of students. In this way, teachers are able to make adjustments in teaching content before class. In the online teaching phase, teachers should use a discussion tasks for students to exchange their understanding based on their reading. Thus, students will experience deep learning during the discussion. Learning can be very effective if practiced in a properly planned manner by combining online and offline learning.

#### **Conclusion**

This paper concludes with six principles of high-impact teaching strategies to deliver online education. In a case if, the teachers follow all instructional strategies they will be able to conduct online education to improve students learning concentration and engagement in order to achieve a transition to online learning. As we observe, nowadays, online learning is implemented quickly since the beginning of COVID -19, students' anxiety needs to be relieved in various ways to ensure that they can actively and effectively engage in online learning.

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