Preparedness for Online Learning in the Context of Monkeypox Virus: A Literature Review

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ABSTRACT

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There are rising concerns about understanding the future effects of the Monkeypox virus on all life aspects, one of which is education. The authors argue that the old outbreak of covid-19 has changed teaching forever. The educational process had been changed dramatically, and policymakers have focused on e-learning, whereby education is undertaken remotely on online learning platforms such as Zoom, WhatsApp, and Microsoft Teams. To understand the possible effect of Monkeypox on education, the authors rely on secondary data published recently regarding the same by research scholars, health centres, and international organizations to create a comprehensive discussion. A planned comparison shows that the classroom starts losing its monopoly on the environment of the learning process. Recent theoretical developments have revealed that shifting to online learning is not a concern because it escalates the retention of information. Furthermore, the effect of Covid-19 on the educational process has been made here to stay for the long run. Having this in mind, all educational institutions and related parties, such as teachers, students, ministries of education, and policymakers, already have enough experience to cope with any unexpected change in the learning process. Thereupon, the Monkeypox virus will not affect the educational process significantly like in the past three years, i.e., 2020, 2021, and 2022.

Introduction and Literature Review

In May 2022, a few countries reported escalating cases of the Monkeypox virus, such as the United States, United Kingdom, Israel, Benin, South Sudan, Singapore, and the United Arab Kingdom. According to the World Health Organization (WHO, 2022), most of the theories of Monkeypox are, however, focused on considering it as a viral zoonosis with similar symptoms to smallpox patients. The virus gradually appeared in 1970 in central and west Africa. Monkeypox has appeared recently in rural and modern areas all over the world. Even though Monkeypox is a risky viral virus, it stays underrecognized and underreported as a pandemic up

to date by the World Health Organization. It is a bit frustrating for people to wake up on Monkeypox. They do not want the same pattern of Covid-19 to repeat itself because their lives were significantly affected. It also shows how the world dealt with Covid-19 in a double standard policy in which developing countries could hardly offer their citizens vaccines (Nakoune E, Olliaro P., 2022).

For the past three years, one of the most popular ideas that irks scholars in literature is the possibility of relying on online learning in light of the shutdown of schools and educational institutions. One of the major topics to be investigated in this field is whether the globe is heading to another learning style and whether the continuation of online learning adoption persists post-pandemic of both viruses (Li and Lalani, 2020). E-learning is a digital program for delivering, scheduling, and monitoring courses over the internet. Keis et al. (2017) entail using innovative technological products to develop, organize, and transmit educational material and facilitate two-way communication among professors and students.

A recent work carried out by Potter et al. (2022) states that in 2021 there were only 15 countries reported Monkeypox cases. Based on the preceding, the risk of the Monkeypox virus is still not as risky as Covid-19. Therefore, it is not a massive concern for policymakers for the time being to force educational institutions to shut their doors.

Successful stories using online learning platforms come from all over the world. Recent literature shows that the educational institutions' quality and service succeeded in continuing the learning process at home. Face-to-face learning has become no longer the only mode of education, but online platforms have proved successful.

The standard strategy "learning from home" has been tuned to be effective and stop the transmission of any viral virus. Furthermore, it helped students and teachers continue learning safely and effectively (Yudiawan et al., 2021). Recently published studies (Pham, 2022) have shown that online learning can be effective in the learning process when students and teachers collaborate to maximize its benefits.

E-learning is mainly reported as an effective tool in emergencies to prevent infectious diseases from spreading and protect people's lives. Several recent studies considered technology the most successful and effective tool for teaching, learning, assessing, and communicating during unexpected events. The educational field shortens students' transportation expenses and time and provides them with available material access (Nguyen, 2022; Dung, 2020; Fatonia et al., 2020; Fidalgo et al., 2020; Hussein et al., 2020; Mukhtar et al., 2020).

Design of the Study

This paper presents a brief overview of the preparedness for online learning in light of the context of the Monkeypox virus. This is a literature review paper that used secondary data to understand the future effects of Monkeypox on education. This kind of research is essential for the research field. It is considered a baseline and valuable reference for further research in the area. This kind of research is significant for collecting information and establishing a solid starting point for future research. The researchers used secondary data to complete this paper. They have reviewed the other published research work and used their results to discuss their views.

Discussion

In the past three years, researchers worldwide investigated the effect of e-learning on various fields during the COVID-19 pandemic. They came up with several results about its effectiveness, merits, and proofs. Implementing e-learning is closely related to the digital equity offered by governments. Basilaia & Kvavadze (2020) have connected the effectiveness of e-learning classrooms with the advanced countries. However, the opposite is in developing countries. In this section, the previous results of e-learning will be discussed from two points of view: the advantages and barriers. Students can get up a few minutes before the lecture time. In the same fashion, it offers students centred classrooms where they are self-controlled learners who learn synchronously anywhere and at any time (Mukhtar et al., 2020). Similar results are found in the literature that trained teachers can enhance students' engagement in online learning. They also can create autonomy-supportive online tasks to develop students' skills effectively (Ngo, 2022).

Moreover, students learn in a comfortable environment since they are not restricted to a specific place, time, or uniform. Students can turn off their cameras and attend their lectures in pyjamas on beds. Thus, this feeling of freedom motivates them to ask questions as if they are in a one-to-one classroom (Fatonia et al., 2020; Hussein et al., 2020).

Despite the previous results, e-learning is an unsatisfying educational tool in a few studies like Rachmah (2020) and Rahayu & Wirza (2020). Many reasons stand behind e-learning's ineffectiveness. Network instability is the most complaint from teachers and students, especially in developing countries and rural towns and villages, even in advanced ones. This issue causes voice delay. Another issue is the unilateral interaction from the teachers' side because most students feel boredom because of the lecture long time in addition to the poor technological skills among parents and students and the insufficient training among teachers (Atmojo & Nugroho, 2020; Purwanto et al., 2020; Putri et al., 2020).

Moreover, the poor technology infrastructure, the expensive internet costs, and the families deteriorating financial situation make the e-learning system not preferable in some poor communities (Rahayu & Wirza, 2020). Some studies revealed health concerns regarding prolonged staring at digital screens and the lack of body movement sitting behind the screens (Dung, 2020).

In conclusion, the effectiveness of e-learning is controlled by several variables. These variables are the digital infrastructure offered by governments (Wahab & Iskandar, 2020) and governments' financial position to provide educational institutions and students with internet (Basilaia & Kvavadze, 2020), paid platforms to design content, and modern mobile phones or laptops to attend lectures. In addition, teachers who experience e-learning can deliver exciting lessons via e-learning (Wisdom et al. (2020), as mentioned in Nartiningrum & Nugroho, 2020). Finally, the authors recommend controlling these variables to head the e-learning education to better results and acceptance at any future shift to e-learning.

Limitations

This paper has its limitations and shortcomings. Although it is a hot topic that not much research has been done, it is still a snapshot of online learning in light of the current situation of Monkeypox. Since there is not enough data up to date, it is early to consider the Monkeypox virus as viral or might cause a pandemic worldwide. As mentioned by the authors, this paper is a baseline for future studies regarding online learning effectiveness in light of any sudden change.

Conclusion

From the overview above, it is clear that "brick and mortar" classrooms are no longer obligatory for learning. Authors believe that online learning was already successfully used before the Covid-19 pandemic; thus, Monkeypox will not significantly affect the learning process. Another promising conclusion is that the term "internet" has made the learning process possible, and many researchers have proved that through their experimental findings. More generally, these primary findings are consistent with research showing that Monkeypox will not cause trouble for the educational process as Covid-19 did. In addition, these findings provide additional information about the effectiveness of online learning over face-to-face learning format. Despite the limitations, these are valuable in light of the Monkeypox virus because there is robust evidence to consider online learning platforms as an emergency method to use during any sudden pandemic. Overall, the conclusions of the paper's results demonstrate a strong effect of online learning and encourage educators to consider the coming era as the stage of online learning.

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Biodata

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