



## Chapter 3

# Transition From Face-to-Face to E-Learning and Pedagogical Model

**Ikram Chelliq**

 <https://orcid.org/0000-0002-0998-1744>  
*Abdelmalek Essaadi University, Morocco*


**Lamya Anoir**

 <https://orcid.org/0000-0003-4787-5974>  
*Abdelmalek Essaadi University, Morocco*

**Mohamed Erradi**

*Abdelmalek Essaadi University, Morocco*

**Mohamed Khaldi**

 <https://orcid.org/0000-0002-1593-1073>  
*Abdelmalek Essaadi University, Morocco*

### ABSTRACT

*Various efforts and forms to provide effective e-learning during the COVID-19 crisis forced teachers during this period to re-examine what form learning and teaching can take in the long term and what role e-learning can play when institutions reopen. This transaction from face-to-face learning to distance learning is gradually developing and leading the world towards a fully digital world and with the proliferation of technology and the information and communication technology (ICT) revolution. The field of e-learning has now become a new epitome widely used, accessed, and implemented by institutions. The main objective of the chapter is to shed light on the transition from face-to-face to online learning. The authors define traditional learning after giving an overview of the so-called new pedagogy and comparing it to traditional pedagogy. Then they define the different types of e-learning by proposing examples each time. Towards the end, they specify the different models and methods of e-learning.*

DOI: 10.4018/978-1-6684-4423-8.ch003

## **INTRODUCTION**

Face-to-face learning has been the most common mode of learning. However, the Fourth Industrial Revolution has promoted more modern and innovative learning methods, allowing collaborators to develop their skills and obtain new ones anywhere and anytime. This evolution corresponds to the needs generated by our social mutations and the new expectations of our citizens. They also rely on new learning places and tools.

The e-learning approach has been developing rapidly worldwide and has become an essential topic in the teaching and learning processes. The incredible modern communication technology could unite all learners in learning anytime and anywhere. Whether face-to-face or online, obtaining effective learning is the goal of teaching. Face-to-face learning includes classroom discussions, exercises, and oral and written exams. Teachers regularly contact students and can assess their learning and cognitive level in each class. They rely on several discrete visual cues from their students to improve their teaching.

The e-learning method has eliminated the need to be in the same place at the same time as the teacher. As a method, e-learning needs to be developed as an innovative educational tool that allows the learner to learn anywhere and anytime.

On this basis, our chapter will give an overview of the most discussed learning methods, which can be divided into two main categories (pedagogy and E-learning); these two learning methods will be analyzed throughout this paper, and their advantages and disadvantages will be discussed.

## **THE PEDAGOGY**

### **Definition**

Etymologically comes from the Greek words paidós (child) and Georgia (to lead). In Rome, the paidagôgós was, in fact, the enslaved person in charge of taking the children to the magister. Nowadays, this term still keeps part of its etymological meaning, namely the relation to the one (the child) who has to be taken to the magister to be brought up for instruction or education (Scanlan et al., 1977). The word “pedagogy” first appeared in the French language in 1485, before entering the dictionary of the “Académie Française” in 1761, where it referred either to the practices of the pedagogue or to the more or less learned discourse that can be held on them”, according to Henri Besse. In the early 20th century, E. Durkheim stuck to this second meaning by opposing it to the term education, but in most ordinary or learned discourse, it is the first meaning that prevails” (Besse, 1995; Meeting, 1991).

24 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/transition-from-face-to-face-to-e-learning-and-pedagogical-model/327489](http://www.igi-global.com/chapter/transition-from-face-to-face-to-e-learning-and-pedagogical-model/327489)

## Related Content

---

### Learning with Online Activities: What Do Students Think About Their Experience?

Salam Abdallah (2011). *Dynamic Advancements in Teaching and Learning Based Technologies: New Concepts* (pp. 96-121).

[www.irma-international.org/chapter/learning-online-activities/49299](http://www.irma-international.org/chapter/learning-online-activities/49299)

### Teaching and Learning Image Courses with Visual Forms

Y. J. Zhang (2009). *Encyclopedia of Distance Learning, Second Edition* (pp. 2044-2049).

[www.irma-international.org/chapter/teaching-learning-image-courses-visual/12028](http://www.irma-international.org/chapter/teaching-learning-image-courses-visual/12028)

### Preservice Teachers' Computer Use in Single Computer Training Courses; Relationships and Predictions

Salah Zogheib (2015). *International Journal of Information and Communication Technology Education* (pp. 77-89).

[www.irma-international.org/article/preservice-teachers-computer-use-in-single-computer-training-courses-relationships-and-predictions/127723](http://www.irma-international.org/article/preservice-teachers-computer-use-in-single-computer-training-courses-relationships-and-predictions/127723)

### Competition in Monopoly: Teaching-Learning Process of Financial Statement Analysis to Information Technology Management Students

Vijayakumar Bharathi S. and Mugdha Shailendra Kulkarni (2020). *International Journal of Information and Communication Technology Education* (pp. 70-91).

[www.irma-international.org/article/competition-in-monopoly/252192](http://www.irma-international.org/article/competition-in-monopoly/252192)

### Wikipedia in Academic Studies: Corrupting or Improving the Quality of Teaching and Learning?

Klaus Wannemacher and Frank Schulenburg (2010). *Looking Toward the Future of Technology-Enhanced Education: Ubiquitous Learning and the Digital Native* (pp. 295-311).

[www.irma-international.org/chapter/wikipedia-academic-studies/40740](http://www.irma-international.org/chapter/wikipedia-academic-studies/40740)