

SOME ASPECTS OF CONDUCTING ONLINE CLASSES UNDER MARTIAL LAW

*V.L. Gerasymchuk, Associate Professor,
Kharkiv National Air Force University*

Martial law is a state of emergency where the military takes control, and civil rights and freedoms are suspended. This often results in restrictions on education as schools may be closed, curriculum altered, and academic freedom curtailed. Throughout history, education has been a key target of military regimes as it is seen as a means of shaping public opinion and maintaining control over the population.

During martial law, education may be restricted in various ways. In some cases, schools may be closed entirely due to security concerns or to limit the spread of dissent. In other cases, the curriculum may be altered to promote loyalty to the government or military regime. Academic freedom may also be limited, with restrictions on what can be taught and discussed in the classroom.

In countries like Chile and Argentina, which experienced periods of military dictatorship in the 20th century, education was heavily influenced by government ideology and propaganda. Teachers who were seen as critical of the regime were often targeted for intimidation, arrest, or imprisonment. Schools were often used as a tool of propaganda, with textbooks and other teaching materials promoting the military and its actions.

In contrast, some countries, like South Korea, where martial law was imposed in the 1980s to suppress pro-democracy protests, saw a rise in civil society activism that emphasized the importance of education in building democratic values and fighting against authoritarianism.

The impact of martial law on education varies depending on the specific political context. In some cases, education may be used as a tool of propaganda or be restricted in ways that support the regime's agenda. In other cases, it may be seen as a means of resistance and empowerment in the face of repression.

Conducting online classes under martial law poses several challenges and limitations due to the restrictions imposed on communication, mobility, and access to technology. Here are some aspects to consider:

1. Limited internet access: The availability of internet connections could be limited or controlled under martial law, making it difficult for students to access online classes. In such situations, teachers may need to consider alternative means of communication, such as radio broadcasts or sending printed materials to students' homes.

2. Censorship and surveillance: The government may monitor online activities and restrict access to some websites or platforms. Educators must be careful when creating and sharing course materials, avoiding any content that could be deemed critical or subversive of the government's agenda.

3. Safety concerns: Students may feel unsafe attending online classes during a period of martial law, particularly if their homes are in areas of conflict or unrest. Teachers should be mindful of this and prioritize the safety and well-being of their students.

4. Limited resources: Schools may struggle to provide necessary technology and materials to facilitate online learning, particularly in areas of conflict or disaster. Teachers can adapt their teaching methods to focus on low-tech options, using textbooks, workbooks, or other resources that do not require an internet connection.

5. Disruptions and instability: Martial law can bring about an unstable environment that disrupts education. Teachers may need to be flexible and adapt their lesson plans to changes in the situation, such as delays or interruptions in the online classes.

Overall, conducting online classes under martial law requires educators to be adaptable and prioritize the safety and well-being of their students while navigating challenging circumstances.