

## Impact of Pandemic COVID-19 on the Teaching – Learning Process

**Dr.Swati Vasantrao Chavan.**

KCEs College of Education and Physical Education, Jalgaon

### Abstract:

*This is a way of clarifying learning objectives and content that teachers making a sudden transition to remote operation should consider adopting. It will help them determine the parts of the standard curriculum on which they will focus as well as their aims in including other topics. When constructing curricula, designing student assessment first helps teachers to focus. Finally, this Viewpoint suggests flexible ways to repair the damage to students' learning trajectories once the pandemic is over and gives a list of resources. The last 50 years have seen huge growth worldwide in the provision of education at all levels. COVID-19 is the greatest challenge that these expanded national education systems have ever faced. Many governments have ordered institutions to cease face-to-face instruction for most of their students, requiring them to switch, almost overnight, to online teaching and virtual education. This brief note offers pragmatic guidance to teachers, institutional heads and state officials who must manage the educational consequences of this crisis. Until countries can judge when the trade-off between economic activity and public health will enable them to ease restrictions on normal life, anxiety about the extent and duration of the special COVID-19 arrangements in each jurisdiction will continue.*

### Introduction:

The COVID-19 pandemic has disrupted the lives of students in different ways, depending not only on their level and course of study but also on the point they have reached in their programmes. Those coming to the end of one phase of their education and moving on to another, such as those transitioning from school to tertiary education, or from tertiary education to employment, face particular challenges. They will not be able to complete their school curriculum and assessment in the normal way and, in many cases, they have been torn away from their social group almost overnight. Students who make the transition to tertiary education later this year are unlikely to take up offers to sit their year-end school exams (e.g., the International Baccalaureate) in a later session. Thinking now about the future, it is necessary to start from the principle of realism and generate strategies that do not rely only on a single technology, but on several to ensure that all students are taken into account or, which is equally or more important, that technological solutions do not harm those who are already disadvantaged.

### Distance learning

Online learning has become a critical lifeline for education, as institutions seek to minimize the potential for community transmission. Technology

can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. Due to the COVID-19 pandemic, many schools began conducting classes via video telephony software such as Zoom. The Organization for Economic Co-operation and Development has created framework to guide an education response to the COVID-19 Pandemic for distance learning.

### Unequal access to technology

Lack of access to technology or fast, reliable internet access can prevent students in rural areas and from disadvantaged families. Lack of access to technology or good internet connectivity is an obstacle to continued learning, especially for students from disadvantaged families. In response to school closures caused by COVID-19, UNESCO recommends the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

To aid in slowing the transmission of COVID-19, hundreds of libraries have temporarily closed. In the United States, numerous major cities announced public library closures, including Los Angeles, San Francisco, Seattle, and New York City,

affecting 221 libraries. For students without internet at home, this increases the difficulty of keeping up with distance learning.

### **Unequal access to educational resources**

Lack of limitations and exceptions to copyright can also have an impact on the ability of students to access the textbooks and materials they need to study. Several initiatives were taken to grant that students and teachers can have access to open educational resources, or understand copyright limitations. The International Council for Open and Distance Education issued a special website to provide webinars, tips for online teaching and resources for teachers. The Program on Information Justice and Intellectual Property at the American University is holding a set of webinars for different educators to guide them through copyright issues when delivering online teaching.

### **Student learning outcomes**

School closures negatively impact student learning outcomes.[5] Schooling provides essential learning and when schools close, children and youth are deprived opportunities for growth and development. The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school. When schools close, parents are often asked to facilitate the learning of children at home and can struggle to perform this task. This is especially true for parents with limited education and resources.

The speed of the spread of the epidemic, the closure of higher education institutions and the transition to online teaching was so swift that it hardly gave any time to plan and to reflect on the potential risks or the potential opportunities that such a sudden change could bring. Given such a situation it is important to look at the impact and reflect on what has transpired and what is likely to happen as we move forward in the field of global education.

### **1. Sluggish cross-border movement of students**

Universities in many countries such as India. It is becoming more and more clear that this cross-border movement of students will take a beating at least for the next two to three years and will lead to a major financial risk for universities in these countries who are already under financial pressure. Many

parents will avoid sending students abroad for higher education due to high risk from the pandemic.

### **2. Passive learning by students**

The sudden shift to online learning without any planning -- especially in countries like India where the backbone for online learning was not ready and the curriculum was not designed for such a format -- has created the risk of most of our students becoming passive learners and they seem to be losing interest due to low levels of attention span. Added to this is that we may be leaving a large proportion of the student population untouched due to the digital divide that is part of many developing nations including India. We are now beginning to realize that online learning could be dull as it is creating a new set of passive learners which can pose new challenges.

### **3. Unprepared teachers for online education**

Online learning is a special kind of methodology and not all teachers are good at it or at least not all of them were ready for this sudden transition from face to face learning to online learning. Thus, most of the teachers are just conducting lectures on video platforms such as Zoom which may not be real online learning in the absence of a dedicated online platform specifically designed for the purpose. There is a risk that in such a situation, learning outcomes may not be achieved and it may be only resulting in engaging the students.

### **4. Changing format of student recruitment**

Universities and colleges worldwide are facing a major risk in the area of student recruitment and retention. The risk of losing students is so high that they will need to re-look at their admission practices, admission criteria and the overall recruitment process itself which will include, new methods of outreach and application process itself.

### **4 positive changes in education due to Covid-19**

Any change that is so disruptive is also likely to bring with it some new opportunities that will transform the higher education system worldwide and especially in a country like India which is planning to bring about a planned reform in this sector.

Some of the key areas of opportunity are the following:

### 1. Rise in Blended Learning

Universities and colleges will shift to a model of blended learning where both face to face delivery along with an online model will become a norm. This will require all teachers to become more technology savvy and go through some training to bring themselves to the level that would be required. New ways of delivery and assessments of learning outcomes will have to be adopted which opens immense opportunities for a major transformation in the area of curriculum development and pedagogy.

### 2. Learning management systems to be the new norm

A great opportunity will open up for those companies that have been developing and strengthening learning management systems for use by universities and colleges. This has the potential to grow at a very fast pace but will have to be priced appropriately for use by all institutions.

### 3. Improvement in learning material

There is a great opportunity for universities and colleges to start improving the quality of the learning material that is used in the teaching and learning process. Since blended learning will be the new format of learning there will be a push to find new ways to design and deliver quality content especially due to the fact that the use of learning management systems will bring about more openness and transparency in academics.

### 4. Rise in collaborative work

The teaching community to a large extent has been very insulated and more so in a country like India. There is a new opportunity where collaborative teaching and learning can take on new forms and can even be monetized.

Faculty members/ teachers can deliver online courses to even students from competing institutions. Collaborations can also happen among faculty/teachers across the nation to benefit from each other. Finally, it is expected that there will be a massive rise in teleconferencing opportunities which can also have a negative impact on the travel.

### Conclusion:

Finally, this Viewpoint suggests flexible ways to repair the damage to students' learning trajectories once the pandemic is over and gives a list of resources. HEIs will have missed a great opportunity if they do not stop to reflect internally,

with the participation of students and teachers, about the lessons learned during the crisis about the teaching and learning processes. The critical question is whether the acquired experience can be capitalized for a redesign of these processes, maximizing the advantages of face-to-face classes while making the most of technologies, and, secondly, how far does each institution want or can go. This reflection may be concretized if HEIs have innovation and pedagogical support offices whose role, in addition to developing the pedagogical competences of teachers, is to promote pedagogical innovation and accumulate and disseminate the findings resulting from their evaluation. We usually say that in every crisis there is always an opportunity. Perhaps, in this case, it is an opportunity for a pedagogical review. It is therefore expected that many HEIs will undertake the path of a necessary pedagogical renewal that favors both quality and equality.

### References:

1. Alqurashi, E. (2018). Predicting student satisfaction and perceived learning with online learning environments. *Journal of Distance Education*, 40(1), 133-148.
2. Bonnel, W. (2008). Improving feedback to students in online courses. *Nursing Education Perspectives*, 29(5), 290-294.
3. Cochrane, K. (2016). Transformative learning in online professional development: A program evaluation (Ph.D. Thesis). College of Professional Studies, Northeastern University, Boston, Massachusetts.
4. Eom, S. B., Wen, H. J., & Ashill, N. (2006). The determinants of students' perceived learning outcomes and satisfaction in university online education: An empirical investigation. *Decision Sciences Journal of Innovative Education*, 4(2), 215-235.
5. Gaytan, J. (2015). Comparing faculty and student perceptions regarding factors that affect student retention in online education. *American Journal of Distance Education*, 29(1), 56-66.
6. Kuo, Y.-C., Walker, A. E., Belland, B. R., & Schroder, K.E.E. (2013). A predictive study of student satisfaction in online education programs. *The International Review of Research in Open and Distributed Learning*, 14(1), 16-39.
7. Lone, A. Z. (2017). Impact of online education in India. *IJES*, 7(7), 13050-13952.

8. Mayadas, A. F., Bourne, J., & Bacsich, P. (2009). Online education today. *Science*, 323 (5910), 85-89. <https://dx.doi.org/10.1126/science.1168874>
9. Mkrttchian, V. (2011). Use “hhh” technology in the transformative models of online education. In G. Kurubacak & T. Vokan Yuzer (eds.), *Handbook of research on transformative online education and liberation: Models for social equality* (pp. 340-351).
10. Laaser, W., & Toloza, E. A. (2017). The changing role of the educational video in higher distance education. *The International Review of Research in Open and Distributed Learning*, 18(2).
11. Maldonado, A., Cortés, C., & Ibarra, B. (2016). *Patlani. Mexican survey of international student mobility*. Mexico DF: ANUIES.
12. Pimmer, C., Mateescu, M., & Gröbhiel, U. (2016). Mobile and ubiquitous learning in higher education settings. A systematic review of empirical studies. *Computers in Human Behavior*, 63, 490-501. S
13. anz, I., Sáinz, J., & Capilla, A. (2020). *Effects of the coronavirus crisis on education*. Madrid: Organization of Ibero-American States for Education, Science and Culture (OEI).
14. Stukeley, W. (1752). *Memoir of Sir Isaac Newton's Life*. London: Royal Society.
15. UNESCO. (2020). *Crisis-sensitive educational planning*. Paris: UNESCO.

