

Online Teaching Learning during COVID-19 Pandemic Situation: Experience and Perspective

Dr. Nahar Singh

Joint Director, SCERT Delhi

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ABSTRACT:

The COVID-19 pandemic has forced sudden transformation in many sectors of the worldwide community, including the education sector. This sudden situation caused closure of schools and colleges leading to learning gap in the education at all levels. The sudden transition to online pedagogy as a result of COVID-19 has exposed some challenges, as well as benefits. This paper tries to seek out the challenges faced by the teacher and also the taught within the online learning process and also the perception regarding online learning among the learners.

Keywords: COVID-19, Education, Learning Gap, Online Learning.

I. INTRODUCTION

As the COVID-19 situation has been declared as a Pandemic situation all over the world by the World Health Organization (WHO), various sectors are being under tremendous effect and this has caused a lot of damage to each one. Since all the sectors of the different industries were affected, so is the Education Sector that cannot remain immune to the pandemic situation and its effect. This disease has caused nationwide school closures in several countries including India which has led the education to shift from the Traditional way to the online way. This online teaching is a mode of distance learning which has brought a paradigm shift in the Teaching-Learning Process. The online whiteboard has taken the place of the traditional black/green board whereas on the other hand the chalk has been replaced by digital tools like digital pen etc. School closure in the country brought an unprecedented situation in students' life since all their classes turned virtual. It was not only a first-time incident in their lives but also in that of the teachers. Even the teacher trainees also need to face the change in their school experience programme (SEP) whereby instead of getting to interact with the students they need to do their teaching practice

online and teaching their fellow colleagues which was much like microteaching to them.

Due to the accelerated adoption of the digital platform, many educational institutions considered this challenge as an opportunity to experiment with technology tools. The foremost challenge that was faced by the teachers and the pupil teachers (D.El.Ed. Trainees to be specific) is to find the appropriate digital platform to take the classes and conduct their SEP. Various platforms like zoom, cisco WebEx, Google Meet, Jio meet etc. were experimented so that the smooth conduction of the classes could take place. The learning in the classroom has transformed into E-Learning which has spread itself to an extent that the traditional learning would not have done the same in normal circumstances. The COVID-19 has made it compulsory for everyone to rapidly adopt, consolidate and embrace the use of technology for survival at this challenging time. This crisis has turned the table and the curriculum transaction turned from teacher centric to student centric allowing more interaction between the teacher and the learner in the virtual mode. In a normal situation, online education creates flexibility for learning and teaching from anytime and anywhere whereas the COVID situation prompted the transition from traditional to distance learning at all levels of education (Hodges et al., 2020).

Benefits and Limitations of Online Learning:

Online learning is the learning that takes place over the internet using different technologies and devices for the teaching-learning process. It's a kind of distance education providing different learning experiences to both the teacher and the taught as many teachers were not very much comfortable for this kind of E-Learning/ Digital Learning/Teaching. Online learning can be in both the modes- synchronous as well as asynchronous. The synchronous mode of teaching-learning refers

to the real time learning whereby the teacher is able to connect to the learner in real time like through Online Meeting Platforms, Live Sessions over the Internet, Live Radio Broadcasts etc. whereas the asynchronous mode refers to the process which is not in real time situation and are mostly the pre-recorded lectures/ Broadcasts or communicating with the learners through E-Mail, Whatsapp Chats (sharing different links to the videos or posting pre-recorded videos).

Whether the mode of online learning is synchronous or asynchronous, online learning has many advantages like it offers added flexibility and self-paced learning. There are various modes of online learning which offers flexible study hours and one can ask their teacher anytime regarding any issue. It also offers self-paced learning whereby the taught can study according to their own pace especially if it is in asynchronous mode. Online learning solutions provide much-needed effectiveness for teachers, allowing them to maximize the potential for individual learning curves and styles within the classroom. Moreover, online learning can be a convenient means for communication among participants as well as instructors because participants do not have to meet in person with reference to the COVID situation.

Limitations of online learning totally depends on the teacher and the taught. Most limitations are found among the young learners-school students and young children who may not have the access or have limited experience with online learning tools. Sometimes the online learning require adult supervision as well who can either be their parents or elder siblings. Online learning may not give sufficient or appropriate opportunities to involve young children who need more interactions and hands-on activities to focus and learn compared to adult learners.

Objectives of the Study:

- To find out various forms of online teaching learning modes adopted during COVID-19 Pandemic.
- To study the perception of Teachers and the students including D.El.Ed. Trainees on online teaching learning during COVID-19 Pandemic.
- To examine the challenges faced by the teacher and the taught during implementation of online teaching learning during COVID-19 Pandemic.

Methodology:

The study used both quantitative and qualitative methodologies to study the perception and experiences of the online teaching learning among the learners.

Population and Sample:

The sample of the study were the pupil teachers of DIET Daryaganj, school teachers and students of few schools of east Delhi.

Tools of the study:

Two questionnaires were developed for the Teachers and the students of the school & D.El.Ed. Trainees/Pupil teachers to study the perception regarding Online Teaching learning process while an interview schedule was also developed to know about the detailed challenges faced during the teaching learning process.

Transition from Classroom Learning to Digital Learning: Challenges faced

The COVID Pandemic has emerged as an emerging issue that has totally transformed the Education System for all the levels of learning. The teacher and the taught used to communicate with each other in a real life situation but this pandemic has brought a great gap in between during the initial stages of learning which was later on minimised by the tremendous efforts used by the teacher themselves. Mainly in the developed nations, online or digital learning is nothing new but for a developing nation like India, it has brought a halt in the educational learning which has further resulted in experimentation at various stages. After doing experiment at all stages, the teacher found a way towards building communication with their taught.

There were many challenges faced by the teacher during initial introduction of the digital learning. If we talk about the school education system, then it was very difficult for the teacher to remain in contact with their learners due to certain basic amenities which are absent at the learner's level. Many of the learners moved to their native places due to lockdown situation in Delhi and it became more challenging to the teachers to get in contact with their learners with a solid plan of action for their learning. During the initial stages, it was a matter of concern that how to bridge this learning gap as the learners were away from the learning field for many months. Moreover it was more challenging to train the teacher as well to get used to this type of learning as it was totally a new experience for them.

The situation was same in the D.El.Ed. Programme as well due to sudden change from traditional classroom teaching to the digital teaching and movement of some pupil teachers/ teacher trainees to their native places due to lockdown but the teacher educators were in continuous contact with their learners that has minimised this learning gap. The teacher educators

also needed to switch to this digital learning and it was a bit difficult for all of them to get equipped with the situation. The trainees were worried about their teaching learning process and the teacher educators tried their level best to convince their learners to stay calm in such a situation of stress. It is a big challenge for a professional course like D.El.Ed. to stay on the synchronous mode of learning during COVID situation but the teacher educators tried every single step to satisfy their learners and managed it very well.

The prime concern during the initial stage was to find out a digital platform that can be used for the teaching learning process and moreover maintaining the security perspective as well as when numerous Online Meeting platforms were introduced in the digital market like Zoom, WebEx, Google meet etc., it was very difficult to choose the most appropriate one as few platforms were facing security issues and was warned by the Govt. of India as well. Getting your personal information leaked to a third party and to the dark web was the most challenging issue faced by most of the teacher educators but through exploring the same, many of the technically sound teacher educators found a safe way to continue their teaching learning process. Choosing the most appropriate online platform was very much challenging and it is difficult to opt at the very first instance. Hence all the online platforms were explored in detail day and night so that the most suitable one can be chosen to be used for the institutional learning. The online meeting platforms was not only to be used up for the online classes in one to one way but also to incorporate the tools embedded in the applications to be used for the teaching learning process. Using blackboard in the classroom was very much essential likewise in the digital world all online platforms used to have digital whiteboards that can replace the traditional blackboards in the digital world. Using the whiteboard posed many issues during the initial phase but later on after rigorous efforts, many of the teacher educators got the handy experience regarding the same.

YouTube videos, whatsapp / telegram, telephonic conversation, E-Mail etc. served as a meaningful tool for the online teaching learning process whereby the online class lectures were recorded and put on the YouTube page, many self-made videos were also shared through different medias in order to enhance the learning level.

The next challenge in this way is to train the trainees to get used to such platforms and teaching them the ethics on coming to and using such platforms. As the trainees were also new to this technology, many faced issues in getting used

to it. The technical glitches were very common at that time whereby the interaction was not used to be as smooth as it is now. The network issues during the initial stages posed many more problems at both the ends. Sometimes the audio was not working well while on the other hand video was also a problem as it was consuming more data. Students were not very well versed with the technology and during the classroom interaction it became difficult to control them while having the access to the mike. But the technology advancements solved such problems by giving rights to the host of the platform that is being widely used nowadays.

In the social media during this period, there was a lot of discussion on long hours of school/college students before a screen with passive teaching by the teacher. Many health issues were brought into the notice by the experts in front of the educationalists. Due to prolonged teaching hours at both school and college level, there was an increase in the stress level, depression and anxiety along with the eye sight problems. The students were not comfortable to such long hours of online teaching. When students shifted from the traditional learning to digital learning, they are challenged by different learning and interaction methods. Developing students' understanding of content through use of internet is a challenge for teachers and students. There was some social constraints as well when interacting over the internet that posed issues in the teaching learning process as students were not comfortable interacting online.

In addition to the social level challenges, parents and children were influenced at technological levels as well. Parents and students who are accustomed to face-to-face education, who do not have technological equipment, knowledge and skills have difficulty in following lessons conducted in distance education (Telli Yamamoto & Altun, 2020).

The next challenge faced was conducting the SEP as schools were closed and it was not possible to make the pupil teachers experience the classroom teaching. It was very difficult to cope up with the situation but during the microteaching process, the pupil teacher got the opportunity to teach their fellow colleagues which has to be incorporated in the SEP as well. Many of the students who had the privilege to teach students in face-to-face mode find it difficult to teach their colleagues in online mode. The transaction of the content and the skills to be used and implemented was somewhat difficult to express during virtual mode of teaching. But they still adjusted themselves to such SEP and experienced a totally

new era or method of teaching. It was very much evident from their views that the face-to-face SEP give better opportunity to pupil teachers but the skills learned through this virtual teaching environment build a different perspective among the pupil teachers.

II. CONCLUSION:

This paper intended to know the perception of the teachers, pupil teachers and the students regarding online teaching learning during the COVID-19 Pandemic. The system of online teaching was new to everyone but everyone put their effort to adapt to this ongoing technology. There were many challenges which are being faced by each strata but everyone coped up with the situation and overcome those challenges. The teacher and the taught both got to know about various online teaching tools and used them in their online classes in order to increase the learning level among the learners. Teachers used to get regular feedback from students about the positives and negatives of online teaching transaction and continued to work until the desired quantum of student's satisfaction. Overall this experience taught a great innovative lesson to the teacher and the learner and make them comfortable to the digital era.

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