

Impact of Covid 19 on Teaching and Learning- A Review of Literature

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Abstract

The COVID-19 has wreaked havoc on education systems around the world, affecting approximately 2 billion students in over 200 nations. More than 96 percent of the world's student population has been touched by school, institution, and other learning facility closures. This has resulted in significant changes in every part of our life. Traditional educational techniques have been considerably disrupted by social alienation and limited movement policies. The reopening of schools once the restrictions have been lifted is another challenge, as many new standard operating procedures have been implemented. Many scholars have shared their work on teaching and learning in various ways in the aftermath of the COVID-19 outbreak. Face-to-face instruction has been phased out at a number of schools, colleges, and universities. The need of the hour is to come up with new ideas and put them into action.

Keywords

Online teaching, Education system, Learning, Pedagogy, Epidemic, etc

Introduction

The COVID-19 epidemic has spread across the globe, affecting practically all countries and territories. The epidemic was initially discovered in Wuhan, China, in December 2019. Countries all throughout the world warned the people to exercise caution. Hand washing, face masks, physical distancing, and avoiding big gatherings and assemblies have all been used as public health initiatives. In order to flatten the curve and control the spread of the disease, lockdown and stay-at-home techniques have been implemented (Sintema, 2020).

During the second week of March 2020, Bhutan announced the closure of schools and institutions, as well as a reduction in business hours (Kuensel, 2020, 6 March). From August 1, 2020, the entire country was put on lockdown (Palden, 2020). In the interim, people were allowed to roam around, offices reopened, schools and colleges reopened for some levels, and others continued with online classes. The school closure impacted lacks of students in grades Pre primary to 12th standard. Face-to-face instruction has been phased out at a number of schools, colleges, and universities. Alternative instructional and assessment strategies must be developed and implemented quickly. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning (Dhawan, 2020).

The lack of online teaching infrastructure, teachers' limited exposure to online teaching, the information gap, a non-conducive environment for studying at home, equity, and academic achievement in higher education are all highlighted in the research. The influence of the COVID-19 epidemic on the teaching and learning process around the world is examined in this article. During the COVID-19 pandemic, the challenges and potential of online and continuing education are highlighted, and a path ahead is given.

Education system and Online Teaching

Due to the COVID-19 epidemic, most countries have implemented lockdown and social distancing measures, which have resulted in the closure of schools, training institutes, and further education facilities. Educators are delivering quality education through multiple online channels, which is a paradigm change. Despite the problems faced by both educators and learners, online learning, distant learning, and continuing education have proven a remedy for this unprecedented worldwide pandemic. Transitioning from traditional face-to-face learning to online learning can be a completely different experience for both learners and educators, which they must adjust to because there are few or no other options. Through numerous internet platforms, the school system and educators have adopted "Education in Emergency," and are obliged to adopt a system for which they are unprepared.

E-learning apparatuses had a pivotal influence during this pandemic, assisting schools and colleges with working with pupils getting the hang of during the conclusion of colleges and schools (Subedi et al., 2020). While adjusting to the new changes, staff and pupils status should be measured and upheld likewise. The students with a decent outlook find it hard to adjust and change, though the students with a development attitude rapidly adjust to another learning climate. There is nobody size-fits-all instructional method for internet learning. There are assortments of subjects with fluctuating requirements. Various subjects and progress in years bunches require various ways to deal with internet learning (Doucet et al., 2020). Internet advancing additionally permits actually provoked understudies with more opportunity to take part in learning in the virtual climate, requiring restricted development (Basilaia and Kvavadze, 2020). As schools have been shut to adapt to the worldwide pandemic, understudies, guardians and teachers all over the planet have felt the startling expanding influence of the COVID-19 pandemic. While states, forefront laborers and wellbeing authorities are giving their all dialing back the flare-up, school systems are attempting to keep bestowing quality training for all during these troublesome times. Numerous understudies at home/residing space have gone through mental and passionate misery and have been not able to connect beneficially. The prescribed procedures for web based self-teaching are yet to be investigated (Petrie, 2020).

The utilization of reasonable and applicable instructional method for online schooling might rely upon the ability and openness to data and correspondences innovation (ICT) for the two teachers and the students. A portion of the internet based stages utilized up until this point incorporate brought together correspondence and cooperation stages, for example, Microsoft Teams, Google Classroom, Canvas and Blackboard, which permit the educators to make instructive courses, preparing and ability advancement programs (Petrie, 2020). They incorporate choices of work environment visit, video meeting and record stockpiling that keep classes coordinated and simple to work. They for the most part support the sharing of an assortment of content like Word, PDF, Excel document, sound, recordings and some more. These likewise permit the following of pupils learning and appraisal by utilizing tests and the rubric-based evaluation of submitted tasks.

The flipped homeroom is a straightforward system for giving learning assets, for example, articles, pre-recorded recordings and YouTube joins before the class. The internet based homeroom time is then used to extend understanding through conversation with workforce and friends (Doucet et al., 2020). This is an exceptionally powerful approach to empowering abilities, for example, critical thinking, decisive reasoning and independent learning. The virtual homeroom stages like videoconferencing (Google Hangouts Meet, Zoom, Slack, Cisco, WebEx) and adaptable cloud-based learning the board stages, for example, Elias, Moodle, BigBlueButton and Skype are progressively being utilized.

Challenges faced in online system of Teaching and Learning

With so many platforms and online educational resources available, users—both educators and learners—experience regular difficulties when utilising or referring to them. The following are some of the issues that numerous researchers have recognised and highlighted:

Accessibility, cost, flexibility, learning methodology, life-long learning, and educational policy are all problems with e-learning (Murgatroid, 2020). Many countries face significant challenges in terms of maintaining a stable Internet connection and gaining access to digital gadgets. While many economically disadvantaged students in developing nations cannot afford online learning gadgets, online education increases the learner's exposure to screen time. As a result, offline activities and self-exploratory learning have become critical for pupils. Because both parents work, there is a lack of parental direction, especially for young learners. There are practical concerns about physical workspaces that are conducive to various learning styles. Inherently motivated learners are largely unaffected in their learning since they require little supervision and assistance, but pupils who are deficient in learning have challenges. Some academically qualified students from low-income families are unable to access or afford online instruction. Due to reduced contact hours for learners and a lack of communication with teachers when learning/understanding challenges, students' academic performance is likely to suffer in classes held for both year-end and internal examinations (Sintema, 2020).

Students are assessed online, which involves a lot of trial and error, as well as doubt and confusion among teachers, students, and parents. The method used to administer online exams differs depending on the convenience and expertise of the instructors as well as the compatibility of the students. Many schools and institutions have yet to implement appropriate plagiarism-checking procedures, owing to the enormous student population. The closure of schools and colleges has had an impact on not just internal assessments and tests, but also professional and certification programmes in many countries. Depending on the duration of the lockdown, postponement or cancellation of the entire examination assessment might be a grim possibility (United Nations, 2020). Due to the COVID-19 epidemic and nationwide lockdown, many state-level board exams, recruitment exams, university-level exams, and entrance exams have been postponed across India. BITSAT, NATA, CLAT, MAT 2020, ATMA 2020, and other entrance exams have also been postponed or rescheduled. The ongoing situation has had a significant impact on the education system in schools, colleges, and universities across the country.

It's also feasible that the pauses will enhance certain students' careers. In Norway, for example, it has been agreed that all 10th grade pupils would receive a high school diploma. A study carried out in France demonstrates that the 1968 abandoning of the standard test procedures in France, following the student riots, led to favourable long-term labour market consequences for the impacted cohort (Maurin & McNally, 2008). Aside from being enjoyable for the children, school time helps them develop social skills and awareness. While kids are away from their regular school schedule, they face economic, social, and psychological consequences. Many of these students are now taking online classes and spending more time on virtual platforms, putting them at risk of online exploitation. Children have been exposed to potentially harmful and violent information, as well as a higher risk of cyber-bullying, as a result of increased and unstructured time spent on online learning. More families are relying on technology and digital solutions to keep their children interested in learning, entertained, and connected to the outside world as a result of school closures and rigorous containment measures, but not all youngsters have the requisite knowledge, skills, or resources to do so.

In Bhutan, the majority of online learners come from remote communities where their parents are primarily illiterate farmers. Students assist their parents with farm operations such as agriculture, cattle care, and home chores. Some students even requested that their exams be moved to the afternoon since they needed to work on the fields in the morning.

Some students stated that they had to take their sick parents, grandparents, or family members to hospitals. When they get home in the evening, it becomes tough for them to stay up with the lessons. Parents with children in lower grades believe it is preferable to allow their children to repeat the academic year. In addition to poor Internet connectivity, the majority of pupils do not have access to smart phones or television at home. Due to the closure of businesses and offices, a large portion of the population has no or little income. The data packages are rather high in comparison to average earnings, and maintaining continuous Internet access is a costly business for farmers. Most students prefer online face-to-face classrooms (video); nonetheless, some economically weaker students have complained that the face-to-face online class requires more data packages. Teachers are torn between who to listen to and which tools to use. Some believe that pre-recorded videos could help, but this would limit interactions. It's challenging to create a system that meets all kids' learning demands while also being convenient.

Online system-a new window of Teaching and learning

Although there have been numerous problems for educators, schools, institutes, and the government in regards to online education, the COVID-19 epidemic has created multiple chances for those who are unprepared or have long-term intentions to deploy an e-learning system. It has strengthened the bond between instructors and parents like never before. Homeschooling necessitates parents' financial and academic support for their children's education. During this continuing disaster, children with disabilities require additional and specialized assistance.

For the first time ever, online platforms such as Google Classroom, Google Meet, Zoom, virtual learning environments, social media, and other group forums such as Telegram, Messenger, WhatsApp, and WeChat are studied and tried for teaching and learning. Even after face-to-face teaching resumes, this can be explored further, and these platforms can provide extra materials and coaching to learners. Teachers are expected to come up with innovative ideas to help overcome the constraints of virtual teaching. On a local level, teachers are actively collaborating with one another to develop online teaching approaches. As instructors, parents, and children have similar experiences, there are unparalleled potential for collaboration, creative solutions, and openness to learn from others and try new techniques (Doucet et al., 2020). Many educational organisations are making their tools and solutions available for free in order to assist and support teaching and learning in a more interactive and engaging manner. Online learning has allowed teachers and students to teach and learn in new ways that are not possible in a traditional classroom setting.

Discussion

As of August 2021, the pandemic had touched 99.2 percent of learners globally, or 1.975 billion children and youth in 200 countries, from pre-primary to higher education. As a result, making learning viable and accessible through homeschooling has become a pressing need.

Online learning does not allow for the use of pedagogy that is available and used for face-to-face learning. Despite the fact that a variety of pedagogy has been developed for online and distance learning, teachers who

are technologically illiterate require appropriate professional development and training in order to align themselves with their pupils.

Authentic assessments and timely feedback are critical parts of the learning process. The availability of helpful formative evaluations and fast feedback to online learners is a critical component of online distance teaching (Doucet et al., 2020). This has been shown to be difficult for instructors and the educational system. Due to bigger class sizes, a lack of online teaching infrastructure and professional development, and the students' non-participative character, it is more difficult in Bhutan. In educational circles, the expression "Maslow before Bloom" is commonly used. For the continuation of education during the current pandemic, this must be the mission of online learning. Before beginning online learning, we want to make sure that our students are safe and that their basic needs are satisfied. Domestic violence and child abuse are on the rise, with perpetrators frequently present at home or in the neighborhoods, creating a mental distraction and posing a threat to students (Ravichandran & Shah, 2020). With students' now experiencing homeschooling as a result of the COVID-19 pandemic, the home environment is not uniformly appropriate for students of various standards and socioeconomic backgrounds. Studies should be conducted to assist the economically disadvantaged people who have been affected the hardest. There have been allegations of students dropping out or opting out of school in Bhutan. Due to the long pause imposed by the school closure during the COVID-19 pandemic, this has happened. Although no studies have been conducted to assess the direct influence of the pandemic on the dropout rate, a study in this area would reveal the facts.

Many educational firms have created a variety of online infrastructure that has been offered free for study throughout this epidemic. The price and accessibility of these online infrastructures for students from all walks of life remains a challenge. Students with specific requirements, such as hearing impairment, vision impairment, or mobility limitations, require specialized training, as well as support and supervision. Many caregivers and parents at home are unable to meet these needs, which impede this group's learning. As a result, time and resources should be spent exploring and researching the best options for these students' special educational needs (SEN). Because all students' assignments and exams are completed at home, educators have a difficult time determining the authenticity of the work and the actual learning that is taking place. Furthermore, many parents guide and encourage their children during the learning process, with varying degrees of success. Another topic of research is student grading, as no adequate standards have been created and used.

Conclusion

Although various studies have been conducted, the study on the impact of the COVID-19 pandemic on teaching and learning around the world concludes that, in the case of developing countries, appropriate pedagogy and platforms for different class levels of higher secondary, middle, and primary education need to be explored further. Internet bandwidth is limited, with fewer connection points, and data packages are expensive in contrast to people's income in many developing nations, limiting accessibility and affordability. To ameliorate the situation, policy involvement is essential. A research field is further inquiry and investigation of effective pedagogy for online teaching and learning. Another topic of research is the need for developing methods for authentic assessments and quick feedback. The affordability and accessibility of educational tools for all learners from all economic backgrounds has been noted as a difficulty, for which

educational tool developers might concentrate on personalization. Intervention at the policy level is also critical. Given the current situation, education systems around the world, including Bhutan's, must engage in teacher professional development, particularly in ICT and effective pedagogy. Another area of research and development is using user-friendly tools to make online teaching more creative, inventive, and participatory. This would help and prepare the educational system for future uncertainties. The COVID-19 pandemic has shown us that instructors and students/learners should be educated on how to use various online educational technologies. When normal courses resume following the COVID-19 epidemic, teachers and students should be encouraged to continue using online technologies to improve teaching and learning.

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