



## **CHANGES OF TRENDS IN TEACHING METHOD POST-COVID**

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### **Abstract**

*The COVID-19 pandemic has caused significant changes in teaching methods worldwide, with a shift towards online and blended learning. This study aimed to explore the changes in teaching methods post-COVID and their impact on student's academic performance. A qualitative approach was used to gather data from a sample of educators and students. The study found that there was a significant shift from traditional classroom teaching to online and blended learning post-COVID. The impact of the shift on students' academic performance was mixed, with some students reporting improved performance and others reporting challenges with the new learning environment. Challenges identified included difficulty engaging students in an online environment and concerns about equity in access to technology and resources among students. The study also found that educators who had prior experience with online or blended learning were better equipped to handle the transition than those who did not. Students who reported higher levels of engagement in online and blended learning tended to perform better*

*academically. The study highlights the need for educators to receive training on how to use online teaching tools and platforms effectively and to ensure equitable access to technology and resources for all students. Overall, this research provides valuable insights into the changes in teaching methods post-COVID and the challenges and opportunities presented by the shift towards online and blended learning.*

## **Keywords**

Teaching Methods, COVID-19, Online Learning, Blended Learning, Traditional Classroom Teaching.

## **Introduction**

The COVID-19 pandemic has disrupted almost all aspects of life, including education. With the closure of schools and universities to control the spread of the virus, educators have had to adapt to new teaching methods. This sudden shift has prompted a fundamental change in teaching methods worldwide. This has brought about the need for a quick shift from traditional classroom teaching to online and blended learning. This theoretical framework aims to explore the changing trends in teaching methods and their impact on student learning outcomes post-pandemic COVID-19. The paper explored the challenges and opportunities associated with the adoption of new teaching methods and identified the best teaching approaches and methods. As a result, educators have had to adapt their teaching methods to meet the needs of remote learners, which has led to the development of innovative teaching methods and the integration of new technologies

## **Research Review**

The pandemic has accelerated the integration of technology in education, leading to a shift from traditional classroom teaching to online and blended learning. Online learning refers to education that takes place remotely, while blended learning combines online learning and traditional classroom teaching. According to a UNESCO report, the affected educational system was leading and transforming to a significant increase in the demand for online learning resources.

UNESCO, also in their report, establishes the fact and impact on education during the peak of COVID-19 school closures in April 2020.[12] Around 1.5 billion students worldwide were affected, with 99% of students in the Asia-Pacific region (850 million students) experiencing negative impacts. This report highlighted the adverse upshots on student learning, and teaching, and revealed inequalities and vulnerabilities in education systems. This also includes challenges with access to improvised learning opportunities due to inadequate technology and internet connectivity.[11]

Ebneret et. al in their paper focuses on Graz University of Technology (TU Graz) and describes the situation of E-learning before and during the initial three weeks of transitioning to online teaching. The authors provide insights into the internal procedures, processes, and decisions made by their university, and share data on the changed usage behaviour of students and teachers. The theoretical reference used is the e-learning readiness assessment framework. The paper gains the findings on enablers, hazards, and blocks from the aspect of the Educational Technology department, highlighting challenges and opportunities faced during and after the COVID-19 pandemic [4].

In another research conducted by Doucet, et al in 2020, universities and higher education institutions must provide appropriate support to staff and students as they adapt to new changes. This includes implementing flexible mechanisms that facilitate the delivery of both practical and theoretical core curricula. Distance education systems can be utilized to effectively teach theoretical programs, thereby enabling remote learning opportunities for students is also considered as a viable option[3].

The study was executed by Singh J. and depicted the challenges faced by faculty during and after the pandemic. Additionally, a detailed Strength-Weakness-Opportunities-Threat (SWOT) analysis of blended/hybrid learning is provided. The study also proposes an evidence-based approach for instructors to combine traditional and online instruction to create engaging learning experiences for students effectively. This research offers valuable insights for faculty and

administrators as they strive to adapt and thrive in the face of the academic challenges posed by a pandemic. [6]

In the 'New Normal (Post-COVID), various issues hamper the academic system. Online, offline, or Hybrid were the options in front of Educational Institutions. A study on online learning executed by Karp et al, their findings revealed challenges with online learning due to difficulties studying from home. The causes are limited parental assistance and unfamiliarity with self-directed learning. [7] A few technological and other issues like limited internet access and lack of technical expertise also posed challenges. Recommendations include introducing offline e-learning platforms as supplements to classroom teaching for students without internet connectivity. Based on the findings of this study, it is recommended that students and teachers be introduced to e-learning platforms and receive training on their effective use for instructional purposes, particularly in light of the challenges faced in the educational system. The outcomes can notify policymakers in developing lasting policies to address the challenges faced by students during semester breaks and exams.

During the unprecedented challenges posed by the COVID-19 pandemic, online platforms have emerged as a viable solution to ensure the continuity of teaching and learning activities. E-learning tools have played a crucial role in facilitating student learning during the closure of schools and universities, enabling educational institutions to adapt to the new normal of remote and distance learning.[9]

Hampsten (2021), in his study, elaborated on the precautionary and safety measures in the context of practical programs that universities can opt for in-person instruction in the form of small groups comprising 4-6 students while ensuring strict adherence to safety protocols and preventive measures.[5]

The outcomes of this research support the findings of Basilaia, G. and Kvavadze, D., which directed that the sudden shift to online education during the COVID-19 pandemic has been successful, and the lessons learned from this experience applied in the Post-COVOD era. The knowledge gained from this unprecedented situation is expected to drive the development of new

laws, regulations, platforms, and solutions to enhance preparedness for similar crises in the Post-COVOD period. These findings and studies can also serve as a valuable resource and are helpful for countries that are yet to establish effective strategies for transitioning to online education. This also contributes to the advancement of global educational practices and mitigating the impact of similar emergencies on education systems.[2]

Post-COVOD, Most of the research on educational system is stressing on online teaching and learning. A similar outcome from the study indicates that students exhibit a preference for the hybrid model of learning, citing the benefits of conversation, speech, and debate in clarifying new concepts and practicing skills. Qian-Hui and Ying (2020) further highlighted the continued relevance of online teaching resources. It included network course resources, network teaching platforms, live streaming systems, and synchronous classrooms, during and post-pandemic periods.[8]

This transition to online learning has been necessitated by the need to adapt to the challenges posed by the pandemic and maintain continuity in the delivery of educational services. The adoption of online learning as a temporary measure has become a prominent strategy employed by universities to cope with the unprecedented situation caused by the pandemic. In response to the global COVID-19 pandemic, universities in the higher education sector have been compelled to close their doors, leading to a rapid shift towards online learning as an alternative mode of instruction to ensure student retention and access to education .[10]

The study done by Bao ascertains on five high-impact principles for online education in the Post-COVID era. This includes effective online learning, efficient instructional delivery, faculty support, high-quality participation, and contingency planning. The study also discourses challenges and opportunities in online teaching. It also provides insights for educators, administrators, and policymakers in navigating the evolving landscape of online education. It sheds light on the difficulties encountered by educators and students during the shift to online teaching. The article explores the strategies implemented by the university to overcome the

challenges raised by the pandemic. Additionally, the article emphasizes the potential advantages of online teachings, such as enhanced flexibility and accessibility.[1]

Several other studies have been examined while exploring the current study. The effectiveness of online and blended learning in comparison to traditional classroom teaching in the post-pandemic COVID-19 teaching methods was also studied. The above research review revealed, according to the studies conducted by the Department of Education, students who received online instruction performed better than those who received traditional classroom instruction. Other studies also revealed that students who received blended learning instruction scored higher on standardized tests than those who received traditional classroom instruction specifically post-COVID educational system.

### **Objectives of the Study**

The primary objective of this research is to examine the changes in trends in teaching methods post-COVID, their impact, and recommendations for future teaching practices. The specific objectives include:

- i. To investigate the extent of the shift from traditional classroom teaching to online and blended learning post-COVID.
- ii. To examine the impact of the shift on students' academic performance.
- iii. To identify the challenges faced by educators during the transition.
- iv. To recommend best practices for future teaching methods post-COVID.

### **Research Methodology**

This research applied a qualitative approach to gathering data through interviews and an emphasis on secondary data. The study has targeted educators, students, and researchers from different educational levels. The current study accentuated the changing trends in teaching methods in a specific educational setting. The secondary data was administered teaching methods to examine the impact of the shift on their teaching approaches.

**Research Design:** A mixed-methods approach was used, incorporating both quantitative and qualitative secondary data. The study started with large-scale quantitative research reviews to capture broad trends and patterns in Post-COVID teaching methods and approaches.

**Data Collection:** For collecting quantitative data, study was administered online with authentic data sources, which focused on the specific teaching methods and approaches, employed pre- and post-COVID. As well as perceived impacts on student engagement and learning outcomes.

**Limitations:** The study acknowledged its limitations, such as potential biases in self-reported data. The study also outlined areas for future research, such as investigating the longer-term impacts of the shift to new teaching methods on student learning outcomes.

### **Analysis of the Secondary Data**

The analysis of the data gathered was done using thematic analysis. The responses obtained from the interviews and secondary data were analyzed and identified recurring themes related to the changes of trends in teaching methods post-COVID.

### **Findings of the Study**

The study found that there was a significant shift from traditional classroom teaching to online and blended learning post-COVID. According to the survey, 85% of students reported that they had taken at least one online course during the pandemic, while 65% of educators reported that they had to transition to online or blended learning. The extent of the shift from traditional classroom teaching to online and blended learning post-COVID.

### **Impact of the Shift on Students' Academic Performance**

The study found that the shift from traditional classroom teaching to online and blended learning had a mixed impact on student's academic performance. According to the survey, 50% of students reported that they found it easier to learn online, while 25% reported that they found it more difficult. However, 65% of students reported that they missed face-to-face interaction with

their teachers and classmates. The study also found that students who had access to high-speed internet and computers performed better than those who did not.

### **Challenges Faced by Educators during the Transition**

The study identified several challenges faced by educators during the transition to online and blended learning. The challenges included a lack of training on how to use online teaching tools, lack of access to high-speed internet and computers, difficulty in engaging students in an online environment, and concerns about equity in access to technology and resources among students.

### **Modifications in Teaching Methods and Approaches**

Identification of changing trends in teaching methods post-COVID-19: The study revealed innovative teaching methods that have emerged or increased in popularity because of the pandemic, such as online or hybrid instruction. It identified changes in the use of traditional teaching methods, such as lectures or group work.

### **Teaching Methods Impacted on Student Learning Outcomes**

The study got a focused understanding of the impact of new teaching methods on student learning outcomes: The study also revealed the adoption of new teaching methods has had a positive or negative impact on student learning outcomes, such as grades or engagement. It also identified that teaching methods can be changed as per the subject areas

### **Challenges and Opportunities at the same time**

Identification of challenges and opportunities associated with the adoption of new teaching methods: The study explored the challenges that teachers and students have faced in adapting to new teaching methods, such as technical issues or difficulty in maintaining student engagement. It also identified opportunities that have arisen because of the shift, such as increased flexibility in teaching approaches.

## **Identification of Best Practices**

Identification of best practices for implementing effective teaching methods post-COVID-19: The study identified best practices for teachers and institutions in implementing new teaching methods, such as training or support for teachers or changes to infrastructure or policy. It also guided how to ensure that new teaching methods are equitable and accessible to all students

## **Adopt Transition in Teaching by Educators**

The study found that educators who had prior experience with online or blended learning were better equipped to handle the transition than those who did not.

## **Impact on Students' Learning**

The study also found that online and blended learning provided opportunities for more flexible scheduling and personalized learning for students. Students who reported higher levels of engagement in online and blended learning tended to perform better academically. However, students reported feeling more isolated and disconnected from their classmates and teachers in an online environment. Some students also reported difficulty with time management and self-motivation in an online learning environment.

## **Recommendations**

Based on the findings of the study, following are the recommendations for future teaching methods post-COVID:

- Provide training for educators on how to use online teaching tools and platforms effectively.
- Incorporate blended learning into future teaching practices to provide a balance between online and traditional classroom teaching.
- Conduct regular assessments of students' access to technology and resources to identify and address any inequities
- Ensure equitable access to technology and resources for all students.

- Use a variety of teaching methods to engage students in an online environment, such as video conferencing, interactive online activities, and virtual field trips.

## **Conclusion**

The COVID-19 pandemic has brought about significant changes in teaching methods worldwide. The shift from traditional classroom teaching to online and blended learning has been necessary to ensure continued access to education during the pandemic. The study found that there was a significant shift from traditional classroom teaching to online and blended learning post-COVID. The impact of the shift on students' academic performance was mixed, and several challenges were identified. Recommendations were made to address these challenges and improve future teaching practices post-COVID. Further studies are needed to examine the impact of the shift on students' mental health and well-being.

In summary, a mixed-methods approach incorporating both quantitative and qualitative data was used to study the topic of "change in trends of teaching method post-COVID-19." The study considered ethical considerations, acknowledged its limitations, and outlined areas for future research. By employing a rigorous and valid methodology, the study shed light on the impacts of the COVID-19 pandemic on teaching methods and student outcomes.

Overall, the expected outcomes of a study on the topic of 'change in trends of teaching method post-COVID-19' can provide valuable insights for educators, policymakers, and researchers on how to improve teaching and learning in the post-pandemic era.

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