

A Study on Managing Online teaching-learning in higher education for New Normal

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Abstract

This study was conducted to analyze the benefits and challenges of online teaching during the Covid-19 pandemic situation. Here, interview was used as a methodology since the title was new and sensitive questions were used to analyze the topic. Interviews were conducted with different experienced level educationalist in a selected region. From this study online teaching required more practices regarding handling of tools, technology and application.

Keywords: new normal, tertiary education, online delivery, pandemic

Introduction

Online learning is used commonly nowadays due to latest Covid-19 pandemic situation, but the word online learning has different meaning. It is facilitated using Internet interactions (Banks et al. 2003; De Laat et al. 2007). Online learning is a kind of teaching and learning situation where the learner is separated from the tutor, learner uses different technology to approach the learning materials and to communicate with tutor (Anderson 2011a). Most of the content of teaching is same in formal educational environment and online education (Anderson 2011b). Compare to conventional teaching it contains different kind of tools, services, organizational structures, modes of engagement, tracking, and support, with numerous replacement and incorporation possibilities. (Bates and Poole, 2003; Bullen and Janes 2007; Bach, Haynes and Smith 2007). The recent Covid-19 pandemic situation has increased the pressures and workloads faced by university staff who were already struggling to balance teaching (Houston, Meyer and Paewai 2006; Houlden and Veletsianos 2020). Teachers must deliver lessons from home with all practical and technological difficulties sometime without sufficient technical support (Hodges et al. 2020). The aim of this paper is to examine the benefits and challenges of online delivery during the Covid-19 pandemic situation.

Literature Review

Online learning is used commonly nowadays due to latest Covid-19 pandemic situation, but the word online learning has different meaning. It is facilitated using Internet interactions (Banks et al. 2003; De Laat et al. 2007). Online learning is a type of teaching and learning situation where the learner and tutor are separated, learner uses different technology to approach the learning materials and to communicate with tutor (Anderson 2011a). Most of the content of teaching is same in formal educational environment and online education (Anderson 2011b).

During the online teaching, teachers act as constructors and actors (Goodyear and Dimitriadis 2013). They must prepare learning materials, environments and tools for the students and also they must organize the dynamic mix of instructional function (Anderson et al. (2001). Teachers acutely know the difference between their own way of teaching and online teaching in response to the Covid-19 pandemic. Online education is accustomed practices for many teachers (Goodyear 2002; Gonzalez 2009; Nilson and Goodson 2017).

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Methodology

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. This kind of paper requires case study, interviews, or questionnaires to analyze the topic. But case study is not suitable where less amount of related previous studies about the topic. Here, interview was used as a methodology since the title was new and sensitive questions were used to analyze the topic. Interviews were conducted with different experienced level educationalist in a selected region.

Analysis and Discussions

For the question asked about the comfort during the online delivery from home received answers were varying, some said the comfort level is very low and some said moderate. It depends on their family support and the environment.

The question asked about the satisfaction level of the technology used during online delivery, most of the answers were positive and satisfaction level was high. They said their institutes facilitate them with high quality software and sort out technical issues during the delivery. The importance of face-to-face communication was asked and most of the respondents answered that though facilities are available to communicate but it is not in effective manner. However, some of the respondents said if students are engaging more efficiency shall be improved.

Respondents were asked about the frequency of communication with the students and the most of the replies were it is lesser than the conventional teaching due to the environment where they attend lectures. Requirement of online teaching practices regarding usage of tools, technology and applications were asked to the respondents, almost all of them confirmed the necessity of practices.

For the question related to formulating model for tertiary education seventy-five percent of the answers were supporting to maintain hybrid system (online plus face to face lectures).

Conclusion

From this study, real issues on a transition period were identified and discussed. Although, adaption of online teaching is required to new normal, there are some points to be addressed.

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