

Teacher's and Learner's Perception of Remote Learning during Covid-19

Lalita

Amity Institute of Education, Amity University

Abstract

The world is currently facing one of the toughest conditions in dealing with COVID19. The education sector has had several problems during this pandemic. COVID19 has resulted in a nationwide lockdown in India. The lockdown of COVID19 has created a challenging situation for everyone and in all areas of the economy. The education sector is also unaffected by the effects of the COVID19 blockade. The lockdown has made student education a major challenge. However, teachers are doing their best to provide educational access to the best of their abilities and capabilities, via home tutoring, online classes, distance learning, remote learning, etc. Teachers believe that online education has diversified teachers' knowledge and expanded their technical knowledge but has also increased teachers working hours as the online connection has narrowed the communication gap between students and pupils throughout the day. The study also concludes that young teachers are more actively participating in online education to teach students, this may be due to their familiarity with the technology. The overall study says teachers are positive about online education and actively participate in shaping the future. The study shows that students are satisfied with the online lessons and receive extensive support from the teacher, but they do not assume that regular lessons will be replaced by online lessons.

Keywords: Covid-19, perception, remote learning, teacher

Article Publication

📅 Published Online: 30-Jun-2021

*Author's Correspondence

👤 Lalita

📍 Amity Institute of Education, Amity University

✉ kapasiyalalita@gmail.com

© 2021 The Authors. Published by International Research Journal of Educational Psychology. This is an open access article under the CC BY-NC-ND



license (<https://creativecommons.org/licenses/by-nc-nd/4.0/>)

Introduction

Online access to higher education has enabled service professionals, military professors in remote areas, and people living in undeveloped areas to earn degrees that were completely difficult to attain just a few years ago (Grenzky and Maitland, 2001; Li, 2007) [1]. Online teaching is not a new concept but has existed around the globe for the previous decade following digitization. Various professors and professionals have been working on teaching online on YouTube and other social media platforms for a decade. The research for doing this research was the remote teaching during blockade in the country due to the widespread of the coronavirus. The Coronavirus is one of the corona family viruses, it spread in the market from Wuhan, China, the disease in December 2019 it is believed to have been spread due to the rejoiner in the meat market in Wuhan China. None of the reports have been fully confirmed, but whatever the truth behind the spread of the virus around the world, one thing is certain, this virus must lead the world on a large scale since there is no such drug to target it preventing this disease the whole globe has been shut down. India is not the verge of this ailment and the government either. India has also decided to block the whole country. This virus not only affects humanity, but because of the blockade, the whole country is suffering in almost all areas of life, the economy of the whole country has faltered, and people are suffering mentally and physically during the blockade and decided to work from home to lessen the human and economic impact of the COVID-19 blockade. One of the most important sectors, namely the education system, is also suffering from the shutdown of the country due to the COVID-19 pandemic, student studies are stagnating, and their future is dark. To avoid this situation, several universities and colleges have chosen to teach students online through various social media apps available. Online teaching has

taken a fashionable turn during the shutdown as there is no other way to teach students and complete their studies. In addition, online teaching has also been launched to keep students busy during quarantine and to keep them calm through various assignments and other jobs. The work while knowing the teachers is done via online class lockdown to discover out what they think of working from home and interacting with students online how students will react to online classes during the lockdown?

Review of related literature

This section talks about the available literature on online teaching and the different perspectives of academics and experts on online teaching. Although there is almost no literature on online teaching by teachers during the COVID-19 lockdown, I still tried to provide some background information on our study in based on previous literature. available in online teaching.

The article by PrashanthiKaryala (2020): The educational institutions stopped due to the COVID-19 pandemic; the government is advancing remote learning to attain academic continuity. To make online education more effective, accessible, and safe, various online resources, training programs, and overviews have been created. Developed by the Government of India for students, teachers, and educational institutions, the teacher community has come together to form an informal and voluntary national network of teachers called the Online Teaching Discussion Forum (OTDF) to discuss various aspects of online teaching and Create repositories of essential resources. Cutting edge technologies such as Artificial Intelligence (AI) could open new probabilities for innovative and personalized approaches to different learning skills.

This article by Lumadi et al. (2013) looks at the consequence of e-learning on school performance of students and teachers, who conducted research to decide whether the teacher showed the e-learning technique outperformed the teacher when he did used the traditional teaching strategy. Their result suggest that e-learning influenced the presentation of students as teachers who were taught using e-learning and consistently achieved greater outcomes than students who were taught using conventional technology.

Anna SunxiufangChen (2016): the study examined 47 published studies and research on the internet education and learning programs 2008 using qualitative content investigating approach and essentially concentrated on how hypotheses, practices, and assessments are applied to web-based learning programs. Behind this document are functional tips for people who want to create online courses to help them make knowledgeable alternatives in the implementation process. Based on the results, the authors argued that effective online teaching depends on:

- a. Well-designed course content, motivational interaction between teachers and students, well prepared and well supported teachers.
- b. b.Create a sense of the remote learning community: and
- c. The rapid advancement of technology.

This article is a book review of the first subtitle in the remote teaching and learning series by Jossey Bass. This series helps college educators improve online teaching and learning applications by giving succinct, practical resources that focus on specific areas or issues they may face in this new learning environment. This review contains updated activities and resources for instructors teaching online. Based on changes in technology and best practices learned in this area, the revision brings new information to even experienced online teachers.

Koo hang, a. and Durante, a. (2003): The motive of this study is to measure student perceptions of the web-based elective learning activities/ tasks of a hybrid program, and by measuring student perception, this study seeks to determine whether these activities / tasks promote learning. Age, gender, and internet experience variables to regulate whether these variables are significant factors in students' perception of the hybrid program's web-based distance learning activities / tasks indicated that overall students were serious about the web-based distance learning activities / tasks. tasks of their hybrid program encouraged learning. However, there was a notable difference between the students' level of experience with the Internet and their perception of their disapproval of the web-based portion of the distance learning activities / tasks of the hybrid program. The subjects with the most

Internet experience reported significantly higher levels of awareness of the portion of the web-based distance learning activities / tasks of the hybrid program.

Aman Jindal and Dr. B P S Chahal Volume 8, Issue 4, 2018: Given the rapid pace of technological change, there are many dares and opportunities in India for online education. In this document we have recognizes the key factors that will drive online education in India. We have identified the penetration of the internet, The low cost of online education, ease of course attendance, a government.

Objectives

1. The Resourcefulness of online learning during lockdown in India
2. To describe the opinions of learners about the impact, comfort, and support of teachers in remote learning
3. The perception of teacher's, over effectiveness, classroom practice, mental health, and training for a remote learning

Government Initiatives Taken During Covid-19

To secure that there are no interruptions in the instruction and that the students have boundless access to lessons as before, MHRD (MINISTRY OF HUMAN RESOURCE DEVELOPMENT) advises students to continue their studies via online learning platforms. Study materials, but also allows them to take online courses and interact with teachers additionally in the physical classroom environment. Below is the list of some of the MHRD and UGC (UNIVERSITY GRANT COMMISSION) digital initiatives along with their access links for high school and UG student and PG education:

1. SWAYAM Online Courses - Provides access to the foremost teaching and learning resources previously available on the SWAYAM (STUDY WEBS OF ACTIVE-LEARNING FOR YOUNG ASPIRING) (platform and can now be viewed by any student free of charge without registration. .gov. in) in the January 2020 semester you can continue learning as usual. Link-https://storage.googleapis.com/unique_courses/online.html
2. UG/PG MOOCs (MASSIVE OPEN ONLINE COURSES): houses learning material from the archived SWAYAM UG and PG courses (non-technology). Link-https://ugcmoocs.inflibnet.ac.in/ugcmoocs/moocs_courses.php.
3. PG Pathshala: Provides high quality, interactive, 23,000 modules with curriculum-based content (electronic text and video) in seventy graduate disciplines from social sciences, arts, visual arts and humanities, natural sciences, and math. Link- epgp.inflibnet.ac.in
4. Electronic courses in basement subjects: Business didactic material in 87 undergraduate courses with approx. 24,110 business modules are available on the CCA (Controller OFCERTIFYING AUTHORITIES) website at <http://cec.nic.in/>.
5. SWAYAMPBABHA: it is a grouping of 32 DTH channels that offers high-quality and curriculum-based teaching satisfied for various disciplines such as the arts, science, commerce, performing arts, social and human sciences, engineering, technology, law, medicine, agriculture, etc. All teachers, students, and citizens from beyond the globe who are interested in lifelong learning. through your cable operator can free and access these channels. The televised videos/lectures are also archived videos on the Swayam Prabha portal. Link-<https://www.swayamprabha.gov.in/>
6. CECUGC (The Consortium for Educational Communication, University Grants Commission) YouTube Channel: Provides free access to unlimited courses based on the curriculum. Link-<https://www.youtube.com/user/cecedusat>
7. National Digitized media center: It is a digital repository for a large amount of academic content in various formats and provides interface support for the major Indian languages for all academic levels. including researcher and lifelong. Learners, all disciplines, all common forms of access devices, and learners with different abilities. Link- <https://ndl.iitkgp.ac.in/>

8. Shodhganga: it is a digital platform of 2,60,000 where people can find Indian computerized hypothesis and treatise for investigation studies whereas students deposit their doctoral thesis. Dissertation and make it available to the entire academic community in open access. Link- <https://shodhganaa.inflibnet.ac.in>
9. e-Shodh Sindhu: Provides current and archived access to over 15,000 major and peer-reviewed journals and various bibliographic, citation, and factual databases in various disciplines from many publishers and Aggregators to their institution's members, whereas it is including centrally funded institution technical, universities and institutions that fall under Sections 12 (B) and 2 (f) of the UGC Act.
10. Link- <https://ess.inflibnet.ac.in>
11. Vidwan (Expert Database and National Researcher's Network): it provides information about experts to colleagues, legislators, and research scientists, potential cooperation partner funding agencies in the country. it is an expert database. "These ICT initiatives, covering a wide range of topics and courses and prepared by experts, are designed to provide an excellent learning experience for all. Link- <https://vidwan.inflibnet.ac.in/>

Conclusion

An interesting new method of learning concerning everything is online learning. it's had a profound influence on the lives of students and teachers alike. the quality of education has been inflated by the growing use of technology within the field of learning. lecturers have positive thoughts about lessons online. However, as so much as online learning goes, there continues to be loads of area for growth. Teachers of each age are taking it as an honest step throughout the lockdown. the sole distinction we tend to be found once perception was compared with the designation. academics believe that though, on-line teaching is increasing teachers' technical data and useful in knowledge diversification, still online teaching will increase the operating hours of teachers as there's no time limit as in schoolroom teaching. High-quality online teaching is harder and exacting than its face-to-face counterpart. It needs additional direct coming up with and preparation and more personal feedback and assistance.

References

- Grenzkzy and Maitland, 2001; Li, 2007
- Carnevale and Olsen, 2003; ungtusanatham, et al., 2004).
- PrashanthiKaryala& Sarita Kamat Posted on Sep 23, 2020, in POLICY, TEACHING and EDUCATION]
- Lumadi, M.W. (2013). E-learning impact on academic performance of student -teachers." Mediterranean Journal of Social Science, Vol. 4, No. 14.
- Sun, A., & Chen, X. (2016). Online education and its effective practice: A research review. Journal of Information Technology Education: Research, 15, 157-1
- Koohang, A. & Durante, A. (2003)
- Aman Jindal and Dr. B P S Chahal Volume 8, Issue 4, 2018
- https://docs.google.com/forms/d/e/1FAIpQLSc3C4rNS13xCOYcpTDp5VdhcHSCt1XAVY9Tiz4ikzHKjYM9RA/viewform?usp=pp_url
- https://docs.google.com/forms/d/e/1FAIpQLSc0Dr9xVh4__63eEw409vxoc-8zAigWA74ZnSWEpHhsUpvGcQ/viewform?usp=pp_url
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- UGC notice. LET COVID 19 not stop you from learning- ICT initiatives of MHRD & UGC. Retrieved on April 16, 2020, from <https://www.ugc.ac.in>.