

Covid Impact on Teaching and Learning Process in Different Countries and Lessons Learnt from the Covid-19

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Abstract

This paper deals with the impact of Covid-19 on teaching and learning process in different countries. Most of the information is collected from different reports like World Bank, individual country report and they are analyzed with the educational situations. Especially the challenges and recognition of the studies are focused on this paper..

Keywords

Covid-19, Teaching and Learning Process, Challenges and theoretical

Introduction

The coronavirus circulated without detection in the Middle East and North Africa (MENA) beginning in February 2020. By March 2020, Iran's epidemic was by far the largest in MENA, with 137,724 cases, followed by the Gulf States Saudi Arabia (74,795 cases), Qatar (45,465 cases), and the United Arab Emirates (30,307 cases) and; as well as Kuwait (21,967 cases), Egypt (17,967 cases) and the number kept on increasing day-by-day. MENA region have had to prioritize prevention and containment with the fear of not being able to cope up with the foreseeing situation. Therefore, alike others, MENA region too followed school and university closure policies. Jordan's Ministry of Education, was one of the first in the region to close all institutions.

The COVID-19 pandemic is severely affected the education systems across all most of all the world. Many educational institutions are either closed or chosen alternate systems of teaching. But Alhamdulillah technology helped to find the solution, but which is unable to be the 100% substitute is not possible due to different levels of learners. Slow learners faced many difficulties to cope up with the technology. Poor and developing countries also faced difficulties to provide internet in rural areas. Training the teaching staff also a big challenge. Governments fail to allocate the sufficient funds to provide the necessary apparatus to run the online classes. Thanks to Google, Microsoft and other companies came forward to support online classes by giving their special platforms. In many countries the question is raised that can we recognize the online courses? Especially in Engineering and Medicine. Many educators believed that remote learning not effective as the face-to-face learning. Most of the country's first opposes the remote leaning.

Many countries started to discuss the few basic elements in teaching and learning through remote. Among them few are which delivery systems need to be adopted to make the teaching and learning effective. How to change the curriculum of present to meet the remote learning needs. How to train the teaching staff whom teaching and learning process believes the fulcrum to be trained.

The biggest challenge is how to monitor and evaluate the whole teaching and learning process. Nation to nation the physical and financial condition varies. So how to arrange the different strategies in teaching and learning.

Covid-19 crisis has exposed the many inadequacies and inequities in the education systems – from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. The lockdowns in response to COVID-19 have interrupted conventional schooling with nationwide school closures in most OECD and partner countries, the majority lasting at least 10 weeks. While the educational community have made concerted efforts to maintain learning continuity during this period, children and students have had to rely more on their own resources to continue learning remotely through the Internet, television or radio. Teachers also had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have been trained. In particular, learners in the most marginalized groups, who don't have access to digital learning resources or lack the resilience and engagement to learn on their own, are at risk of falling behind.

The COVID-19 pandemic has also had a severe impact on higher education as universities closed their premises and countries shut their borders in response to lockdown measures. Although higher education institutions were quick to replace face-to-face lectures with online learning, these closures affected learning and examinations as well as the safety and legal status of international students in their host country. Perhaps most importantly, the crisis raises questions about the value offered by a university education which includes networking and social opportunities as well as educational content. To remain relevant, universities will need to reinvent their learning environments so that digitalization expands and complements student-teacher and other relationships

Objective

The main objective of the study is to learn the difficulties faced by the teaching and learning process during Covid-19 in different countries. Especially the problems face by the teaching and learning communities in different countries more focusing on MENA.

Research Method

Since this research is mostly covered by collecting the information from innumerable sources so it leads to the Theoretical Research names as Descriptive Research. But in this study collection, analyzing and interpretation also there so it can be termed as Qualitative Research. This study needs to answer many exploratory questions, so a qualitative study is best suited for this research which allows understanding of the perceptions of the participants.

Content Delivery System

Any educational system which can adjust its delivery systems to the needs of the different countries to ensure an effective system to give to its students. Multimodal delivery systems are effective in the teaching and learning to give the learner the content which suits to his environment. In India the curriculum during the Covid-19 focused to give basics and applications, whereas in Nepal, Ministry of Education worked in collaboration with the Curriculum Development Center and nonprofit organizations to adjust the curriculum to just focus on core subjects. In Pakistan, Ministry of Federal Education selected English, mathematics, and sciences as core subjects to be prioritized.

In Afghanistan, education experts perceived that selecting core subjects, such as mathematics and science and prioritizing foundational contents within those subjects effectively reduced implementation time. In Middle East all most of all the subjects are given equal importance and they were taught by using different platforms. Mostly Microsoft Teams is used. Google Zoom, Classroom and different platforms also used. Content delivery is mostly done through power point, sharing videos and some other platforms.

Lessons Learned during COVID-19

Covid-19 taught many things in different fields of education. In one way it enriched the technological knowledge to common people. Zimbabwe used its radio, Costa Rica developed digital toolbox and India developed think zone and different states of India started their own TV programs to incorporate their teaching strategies. As per UNICEF nearly 200 million school children live in countries where remote learning is difficult to those countries. According to their report nearly 31 countries are unprepared to adopt remote learning. In fact, Covid-19 is called as EiE (Education in Emergency). The COVID-19 pandemic stressed the need for more investments in prevention of and preparedness for all the crisis which may take place suddenly. Covid-19 taught many things to all sectors especially to the educators and rulers. 128 million primary and secondary students are away from the school during Covid-19. It is reported that one in out of four of the world's school-aged children are affected by Covid-19. Up to before the Covid-19 it is believed that education must create more student-tutor and student-student interaction, which gives better results. In online education, the delivery of learning materials is used the internet for students. The real interaction between the student to teacher is mere too minimum. Dealing with the curriculum which must be transitioned from in person to online shows impact how students learn and how student can contextualize the learning process into practice. Understanding the impact of online teaching in the student's engagement, learning and behavior which may be positive or negative may provide important information for teaching and learning practices

Teaching in distance Mode

When there is a regular contact with student teacher the education system gives one to one contact and helps to develop in the correct way. But in distance mode the interest of the learner plays important role. If the learner is not interested to learn then no motivational factor works on him. Inculcating the motivation is the difficult task in distance mode of teaching. Much research proved that distance mode is more than 50 % is not successful. In fact, the distance mode is boon to the people who are interested in pursuing their education and learning something which they are unable to do in their study period. Covid-19 made it compulsory to opt few of the essences of the distance mode of education. Blended learning has become an ultimate source of teaching. The basics of distance learning to provide the material and let the learner learn by himself.

Change of Curriculum and Teaching Methods

The main challenges in the Curriculum are adjusting it as per the remote learning. While adjusting the curriculum it is necessary to see that efficiency must be included in the curriculum. Radios are considered as the prime tool in remote teaching. Many countries depended on Radio while imparting the teaching during Covid-19. Remote study identified many strategies which different countries can follow.

But few are like content-based curriculum which selects the curriculum and analyses for the suitability of the learner. Massive Online Open Courses (MOOC) is one of the greatest change by the Covid 19. The importance of MOOCs increases with the challenges created by the need of online education. They acquire more importance today given that one side-effect of the COVID-19 pandemic has been increased enrollment by online teaching. Some educators argue that school education become a target for MOOCs. A clear “side-effect” of the COVID-19 pandemic has been increased enrollment in online classes. The increase in enrollment in many MOOC classes was in the order of magnitude over the similar time span in previous years. A particular target were teachers who must to be trained to manage online classes. Some educators called 2020 is the year of the MOOCs. Increase in enrollment has been seen in both developed and developing countries. It has been also noticed by the researchers that learners enrolling during the pandemic are more likely to be younger than previous enrollees.

Education Technology: This is a very clear lesson during Covid-19. Education systems that did not pay enough attention to education technology in the past also learned the hard way that it needs to be included as part of the system, a needed education input. Many innovative models have blossomed during the pandemic, so a role for Block chain in education is still apparent, as it could help create an open access of open learning.

Pedagogy: Teaching staff and school principals need to be a focus of attention to make sure that the pedagogy in the classroom or in the videoconferencing platform deals with the specific challenges. New skills including dealing with education technology, working with parents and other community stakeholders, are needed. In 2018, education systems in developing countries are facing many challenges. It seems like such an understatement now given the two years of school disruptions in most countries due to COVID-19, the emerging learning losses, and rise in inequality and poverty; Omicron variant and its successors will continue to create more difficulties. The group with the most to lose are students. The time to act is now: improve pedagogy, with a focus on reducing inequalities that have emerged due to the pandemic, using whatever means necessary – edutech, MOOCs, private delivery – all informed by science of learning.

Covid-19 effects in MENA

According to reports, in the Middle East and North Africa, one in five children is not in school. Additionally, an estimated more than 14 million cannot attend school due to conflicts in Syria, Iraq and Yemen. And at present, the COVID-19 pandemic is impeding the progress of education in the Middle East and North Africa region. However, organizations such as the United Nations Children’s Fund (UNICEF) and the World Bank have promoted programs for children to learn safely at home and are still working onto it. Most MENA countries have their own distance learning universities or are members connected to regional distance learning universities, and while some private universities in the region are well equipped for online teaching and learning through earlier investments in electronic platforms and content, the majority of countries and public universities are struggling with the sudden necessity of providing large-scale online teaching and learning. However, the case is different in countries like Iraq and Libya. They have been forced to terminate the school year early, due to a lack of e-learning technological infrastructure.

There are several other key challenges governments and universities in the MENA region are facing with regard to moving courses online, they are:

- Lack of access to internet/WIFI and lack of sufficient bandwidth in many student households.
- Lack of hardware such as tablets and laptops for student use at home.
- Limited availability of online course content/limited possibility of moving courses online.
- Lack of online platforms for teaching and learning.
- Limited digital and pedagogical skills of instructors for online teaching, student assessment, etc., and no training in these areas.
- Limited digital skills of students to access and learn online and/or lack of focus due to online and other distractions.
- Limited face-to-face and social interaction with instructors and classmates, which can lead to decreased student motivation and learning, affecting disadvantaged students more.

Despite these graving concerns, MENA countries have made an enormous effort, and have largely succeeded, in implementing distance education. They moved most of their courses online almost overnight and are providing as many students as possible with course content through various channels. Several stakeholders too, have come up, and are working together in a hope of enhancing the future coordination in higher education, if sustained beyond the on-going crisis. For example, in Tunisia, approximately 110,000 students have already signed onto the Virtual University of Tunis online learning platform to take classes. Similarly, 18,000 professors are involved in online teaching activities. In Saudi Arabia, universities have achieved unprecedented results with over 1,200,000 users attending 107,000 learning hours in more than 7,600 virtual classes.

Conclusion

As one enter the COVID-19 recovery phase, it will be critical to reflect on the role of educational systems – and particularly vocational education – in fostering resilient societies. The global health crisis and the lockdown that followed have brought to the fore professions that have often been taken for granted, renewing our awareness of their value to society. This has helped restore a sense of esteem for those workers who have worked relentlessly during this time to keep economies afloat. The outlook is very uncertain.

But, if anything, the pandemic has exposed our vulnerability to crises and revealed how precarious and interdependent the economies we have built can be. Disruptions on the scale we have just witnessed are not limited to pandemics, but may also result from natural, political, economic and environmental disorder. Our capacity to react effectively and efficiently in the future will hinge on governments' foresight, readiness and preparedness.

Through their role in developing the competencies and skills needed for tomorrow's society, education systems will need to be at the heart of this planning. This includes rethinking how the economy should evolve to guard against adversity, and defining the skills, education and training required to support it.

This also means working in close collaboration with other government sectors and the private sector to increase the attractiveness and labor-market prospects of certain professions, including those considered paramount for the common good.

Real change often takes place in deep crises, and this moment holds the possibility that we won't return to the status quo when things return to "normal". While this crisis has deeply disruptive implications,

including for education, it does not have predetermined outcomes. It will be the nature of our collective and systemic responses to these disruptions that will determine how we are affected by them. In this sense, the pandemic is also a call to renew the commitment to the Sustainable Development Goals.

Ensuring that all young people have the opportunity to succeed at school and develop the knowledge, skills, attitudes and values that will allow them to contribute to society is at the heart of the global agenda and education's promise to our future society.

The current crisis has tested our ability to deal with large-scale disruptions. It is now up to us to build as its legacy a more resilient society.

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