



A Study Of The Perceptions Of Interns Regarding Online Teaching

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Abstract

Since ancient times, we have talked and heard about offline teaching or we can say face-to-face teaching. Generation to generation we had been learning through this mode only. Not only in INDIA but worldwide, we have the same scenario. My grandparents, my parents, and my generation had a face-to-face schooling system i.e., we had to go to the school where the teacher would have to come to the classroom and then start the teaching – learning process. In other developed countries it changed a long time ago, but in India we are following the same ancient method, which is considered to be the best, easiest, and most effective method. On the other hand, Indian society has many misconceptions regarding online teaching, like children won't understand the concepts, they won't be attentive and engaging in the classroom. It will be challenging for the teacher to create the learning environment in online mode. But as we all know, since December 2019 the whole education system from pre-primary to higher level has collapsed. A lock down was imposed. Since that time, we are forced to do teaching and learning online. The intended purpose of this paper is to study the difference between online and offline teaching. Secondly, to find out the perceptions of interns who are teaching online during this phase.

Key words: Online Teaching, Offline Teaching, Interns, Perception

Introduction

Teaching during an internship, both online and offline, needs a variety of skills. Online teaching requires different types of skill and offline teaching requires a slightly different type of rigor, but still there is a stereotype in society that online teaching is very easy. In both the situations online and offline, the utmost importance is to cater to students' individual skills continuously.

Six teaching skills and how they differ in online and face-to-face contexts.

Communication skills

Teaching Internship (online mode):

During online internships, teachers need to develop a variety of communication skills due to the lack of face to face interaction.

For virtual internship one must be ready with

- flexibility
- tech skills
- video call etiquette
- cultural awareness
- professional writing and communication
- time management
- ability to work autonomously
- Tolerance for ambiguity

Patience and empathy are the important pillars for teachers teaching in online mode. an online teacher needs to listen carefully as he/she can't see the child (body language and facial expressions). This quality will help in developing rapport with the students.

Teaching Internship (offline mode): Almost all the same set of skills are required for offline mode, being potentially more accessible to implement. More care is needed in your body language, facial expressions and your voice modulation in a confident manner. not very difficult to implement.

Time management skills

Teaching Internship (online mode): Online classes are more intense and fast-in speed as most of the time the teacher is in the speaking mode. so students lose concentration in between.. class should be short as long duration online can't hold the attention of the students. Efforts should be made by the teachers to increase the number of skills during the same lesson plan to add variety. A lot of time can be saved on commuting and now these hours can be utilized for developing different areas of interest for the students.. You can work more flexible hours if you want, and this mode of teaching is suitable for students who live in a different area.. You can either teach more hours or use this extra time differently, perhaps taking up a sport or hobby.

Teaching Internship (offline mode): During offline mode, Face-to-face interaction can take place in a school. If you travel to a school, you have to manage the commuting time and planning time, leaving some spare time to relax or recharge. . Generally speaking, face-to-face lessons limit the intern teacher's working hours due to the traveling time.

Organizational skills

Teaching Internship(Online mode)

During online mode, sometimes it becomes very difficult to have access to paper, so it's essential to organize teaching files (flashcards, lesson plans, handouts, videos, exercises, etc.) in a digital folder. Google Drive is a good option to save your files which can be shared with students, colleagues etc. For collecting materials, online links is a good option..Bookmarking your favorite sites under tags on Diigo (www.diigo.com), . Some course books have digital versions, for example *English File* by Oxford University Press has digital tools. Photos of your

materials and saving them in a folder on your phone is also a viable option, use of an app to scan your materials. You can add tasks to your Google Calendar to help you manage your schedule.

Teaching Internship (offline mode):

During offline mode, teachers use course books/ textbooks. Apart from that, they use presentations made in PowerPoint or others may use an interactive whiteboard.

Computer skills

Teaching Internship (online mode)

During an online internship, the trainee needs to be well versed with online teaching skills. essential skills required to teach online effectively i.e sharing materials online such as audios, videos and PDF files; Interns need to know how to use the webcam and its features; and once the virtual learning platform is chosen, Interns need to master it thoroughly to be able to help students in case they get stuck., interns need to know how to record videos, mainly their own lessons online. Also, it's important to know how to convert different file types and store them. Interns may want to set up an online classroom system where learners can access assignments, materials, quizzes, etc., outside their normal class time. Google Classroom can do a great job on that. an online teacher needs to have access to Google drive for all the files

Teaching Internship (offline mode)

Interns who work in an offline mode use a course book for their students. Apart from that, presentations on PowerPoint or interactive whiteboard is an option available.

Assessing students

Teaching Internship (online mode)

During online teaching, before teaching , interns need to evaluate a student's proficiency level, needs and learning preferences through a needs analysis. This can be done through Google Form or an online interview. It is important not to overlook the needs analysis because that will shape the type of lessons your student needs. When it comes to giving feedback, it can be very beneficial to use screen-cast videos to provide accurate and productive feedback.

Teaching Internship (offline mode)

During offline mode, interns need to evaluate a student's proficiency level . This can be done through a face-to-face interview and a questionnaire

Social media

Teaching Internship (online mode)

During online mode, when an intern starts teaching two things that are important, students who have joined online and students who left in between due to online issues. The teacher feels lonely while teaching these types of conditions.. Twitter and Facebook, can become a huge global staff room where Interns can connect and interact with other like-minded Interns from their home country or worldwide.

Teaching Internship (offline mode)

During offline, teachers meet other teachers in their staff room on a one to one basis or sometimes on different platforms on certain occasions .

Methodology

The researcher used a qualitative method to study the perceptions of interns based on their internship during online teaching during lock down. This study is delimited to one of the pre- n service programmes of the University of Delhi.

Sample

interns of pre-service program-6

Data collection

Pre -service program students are supposed to go to school for internship (Primary and Middle from August onward on an offline mode OR we can say face-to face teaching. But due to the pandemic, students could not go to school , as schools and colleges were shut . internship has to be done in online mode only. During their internship, data is gathered from these students . These students are placed in different schools in Delhi (Private Schools).One intern from one school is picked to respond to different issues related to the concerned matter. so conscious effort is made in selecting the sample for the research study. The question has been asked separately from the intern based on their internship experience. Following are the questions.

What difference do you find between online teaching and offline teaching? And why did you find those differences?

respondent 1

In offline mode, it was easy to understand the concepts related to any particular subject as the students might share their experiences and ideas about an event with the class and can construct their knowledge out of the presented examples, whereas in online class,there always remains a problem related to internet connectivity due to which the students' voice or the teachers' voice is not audible properly and so the classroom session does not become fruitful and effective. As everything has its pros. And cons. In a similar manner, online teaching too has some negative and positive points.But as a teacher, I will always prefer offline teaching over online teaching, because face to-face interaction with the teacher and peer group enhances the chances of effective and joyful learning.

respondent 2

Well, there are a number of differences between teaching using technology or E-model Teaching (online teaching) and the physical mode of teaching. As we are facing this lock-down situation almost the whole country twice. In the educational sector, it has already impacted our system. But now the situation is better than before. In the beginning, class was irregular due to several reasons, like internet connection related and lack of knowledge in teachers about technology.

respondent 3

The basic difference is the interaction . With online learning, we cannot interact face to face with our students . We cannot understand their expressions to know whether they are getting the concepts or not.

respondent 4

The main difference between online and offline teaching is lack of one-to one interaction, lack of communication among peers.

respondent 5

During offline teaching, we can observe each and every student, but in online teaching we mostly assess who was vibrant on their own.. This is because there is no one-on one interaction between students and teachers.

respondent 6

During offline teaching, we can observe each and every student, but in online teaching we mostly assess who was vibrant on their own.. This is because there is no one-on one interaction between students and teachers.

How has online teaching affected your teaching process?

respondent 1

In online teaching, as a teacher, we are not able to engage the students in hands-on activities and this becomes an issue in making the teaching learning process effective.

respondent 2

It has affected us differently to all of us. but there are several things which I think almost every teacher has faced. For instance, converting all the things into Virtual forms, being stressful for delivering the class good enough, and increase of timing in front of the screens, irregular timings and several reasons are there. But as a teacher, I had never allowed them to create disturbance in my class. But yes, E-learning might be stress full if you don't have proper internet connections and technological gadgets

respondent 3

I have to plan my teaching according to the online medium . For example, I cannot use activities that can be played in a classroom. I have to choose audio and visual methods.

respondent 4

Earlier in offline teaching, we used to teach through TLM such as flashcards and models for students to have a better understanding. In online teaching, the students are not able to access those TLM and it has affected the teaching process to a great level.

respondent-5

Online teaching affected our teaching because during this we were not able to explore keenly as compared to offline teaching..

respondent-6

My answer is either YES or NO. Those who are used to the offline mode of teaching are not able to use their strategies , their own methods and are not used in online mode . It is totally a new experience for the teachers in which they find it difficult to manage everything i.e., the quality of the teaching and the quantity of the teaching. But it has made us more innovative and more creative, as teachers have arranged online field trips, online picnics ,online festival celebrations , online libraries, etc . So I think it has helped us a lot in children's development.

In which subject do you all face difficulties while teaching? Do you all face these difficulties only in online mode or in offline mode also?

respondent 1

Despite facing problems in all the teaching learning processes in online mode, the most problems faced are in science subjects. Because, the students are not able to experiment with things, or carefully observe the surroundings, which is an important part of science

respondent 2

Fortunately, till now I have not faced any difficulties in any subject, especially content related. But yes, some errors and connection issues concerning me, which usually never ever concern me in physical mode.

respondent 3

In particular, I found difficulty in teaching mathematics, as due to unavailability of board it is tough to teach mathematical concepts .

respondent 4

I faced difficulty in Hindi the most. I find it difficult in the online mode only.

respondent 5

I faced more difficulties in math because math is a subject in which we have to write on a black board for the student's attention and to make the concept clear.

respondent 6

EVS is the most difficult subject to teach in online mode . As it requires live experiences in the environment, live discussions within the classroom, experimenting in the classroom with the peers to make it more interesting and more lively & engaged classrooms for the students. Other subjects, like English , Hindi, and Math are quite easy in online mode for the teachers as well as for the students. But EVS expects some very handsome activities, such as a field trip . On the other hand, online teaching is quite book-centered and it delimits the students.

What are the subjects in mathematics which seem difficult to you while teaching in the online mood?

respondent- 1

While teaching mathematics, has always been difficult in primary classes as the students need more practice under the supervision of the teacher. The students face problems in performing different mathematical operations(addition, subtraction, multiplication, division), estimation, word problems etc. as different students learn differently.

respondent- 2

I think teaching them geometry was quite tough. Because in physical mode I used to teach them, while sitting with them. I taught them how to mark arcs by holding their small hands. But due to distance now I am just able to command them.

respondent-3

In Mathematics, particularly topics such as word problems are difficult .

respondent-4

In ratio and proportion and in teaching fractions

respondent-5

Sometimes, when we use boards in apps , there is a lot of disturbance from the students' side because students also try to write on that board simultaneously and create disturbance and when I gave sums to solve after clearing the concept, then it's was challenging for us to assess them on the spot while students were showed their solution on screen By camera.

respondent-6

I did not face any difficulty during my internship period as we all know their syllabus has been finished earlier . We were called there for revision work only, so whatever we were teaching them they already knew it. But if I give my opinion on mathematics, then I think fractions would be the difficult topic for me to teach the students.

Which mode (online or offline) you like the most while teaching EVS/Hindi/ Science in the classroom? How do you like it? Explain with an example ?

respondent-1

I like the offline mode better for teaching all the subjects, as during offline mode in schools, I can relate the concepts with the surroundings and a large number of examples can be quoted from the

immediate environment of the children. Moreover, children get advancement by sharing their experiences and ideas with their peers in the classroom.

For example, if I had to teach a topic about trees, which can be a part of Hindi, Science etc. I can easily involve the students in asking about trees, different types of trees, why are trees important, how can we conserve trees etc. All these points can be discussed with the students and it will help them learn in an effective manner.

respondent- 2

Of course, I will.

respondent-3

I like to teach in offline mode as it is more convenient and satisfactory.

respondent-4

I like offline mode while teaching EVS the most. For example, while teaching the topic of shelter, we can show students different models of houses, such as pukka houses, huts etc. Which is not possible in online mode as students won't be able to see those models first hand.

respondent-5

Each and every student has no availability of devices.. Whether it was Hindi, English or EVS , I faced difficulties while showing the flash cards because due to lack of network some students were not able to see the pictures clearly.. I also have one more difficulty.. Whenever I played video on YouTube, the audio was not audible to students, so I had to clear the concept by voice over, which took double time. After facing these problems, I want to go with offline teaching.. In offline teaching, we can motivate students to do learning by doing.

respondent-6

I would prefer offline mode the most as it is an enriching environment for the student . It also makes the student learn from peers, teachers and from the environment. It also helps in social development, cognitive development, and overall personality development.but we can use online mode for material presentation, showing videos, pictures, .

Would you like to continue the teaching – learning process in online mode in the future?

respondent-1

To explore my potential, it would be a great opportunity for me to continue with the online teaching process , but on the part of the children, there are many problems faced by them to continue with online mode. Some of the basic problems faced by them are lack of availability of devices to be used for taking classes, poor internet connectivity, lack of physical space to attend the classes in a suitable manner.

respondent 2

Definitely, I liked physical mode quite more and there might be several reasons for this. For instance, I myself have grown up learning in a physical mode. But yes, at a certain level, I also like online learning and teaching.

respondent-3

I like to teach in offline mode as it is more convenient and satisfactory.

respondent-4

No, I would like to teach in offline mode only as we can understand students ' needs and their problems better in that mode.

Lack of interaction between teachers and students and students- students too are not very keen on answering the questions in online teaching.

respondent-5

No, I don't want to continue online teaching in the future but, if I feel compelled in the future for some reason, I might have to do online teaching but,, not by heart.

respondent- 6

won't prefer online teaching mode for the future because I have seen children in depression and dilemma as all the schools are closed because we all know school is the second home for children as they spend most of the time there

What are the changes you feel in online teaching – learning mode?

respondent-1

The most felt change from offline to online mode of learning was the lack of face-to face interaction with the student- teacher and student-student. It is always preferred that communicating, or discussing different concepts with face to-face interaction makes the session more effective and fruitful.

respondent- 2

NA

respondent-3

It has changed our habits of interaction and also affected our health

respondent-4

no response

respondent-5

According to me, students were becoming more lazy and inactive while taking their classes. The schedule is also completely disturbing. But one best thing which I observed is that the involvement of parents has increased, so it was helpful in the concentration level of children positively.

respondent-6

Children have become techno-friendly. They spend most of their time on the screen, which has made their health hazardous. Their eyes are the most affected by online teaching. Secondly, their attitude towards teachers has completely changed as they have no respect for the teacher. Moreover, they are not even serious about their studies, as now teachers can't see us and can't scold us in this mode. In private schools the situation is better with the students, but in government schools, online classes are not conducted properly. Children are not engaged in the classroom. Students are becoming lazy day by day.

Analysis of data

DEVELOPMENT OF THE CHILDREN

The development of children has always been a very important aspect of the teaching learning process. Whether it is physical development, mental / cognitive development, emotional development, or social development . school has always focused on the overall development of a child. In offline teaching, we plan field trips, games , physical activities, dance, athletes, sports, yoga, etc. which helps the students to enhance their physical development, whereas when we perform classroom activities, quizzes, competitions, and classroom teaching learning processes, it helps in engaging the students in cognitive development. As the students come from home to school, interact with the people outside the school. They interact with the shopkeepers, cab drivers or rickshaw drivers, and many more people inside the school with teachers & and their classmates and friends , in a way from home to school . In offline mode, students share their happiness, sorrow , and other emotions with their friends , classmates , teachers, parents, relatives, neighbors. Physical teaching – the learning process also enhances the social development of the child. All this can be fulfilled only when the children go to school to learn. But as we all know, since last year due to the pandemic, the lock-down has been imposed and all the schools and colleges have shut down . All the teaching learning in physical mode is now suddenly everything turned

into online mode, which is a challenge in itself for us . we are facing issues i.e; not able to interact with the students, not able to create a child appropriate environment for meaningful teaching – learning process.

PEDAGOGIC DIFFICULTIES

If we talk about pedagogic issues, we can see that in the pandemic situation, along with the adverse effects on the health and lives of different people, especially children, the education of the children has also been adversely affected. Through this research project, I have tried to find out the issues faced by children while learning things in an online mode of education. I collected some data through questionnaires where interns have responded differently based on their experience of the [pedagogic challenges they faced while teaching different subjects online. MY main subject focus will be on E.V.S/ science/ mathematics. From the collected data , some of the following factors were concluded which could be considered as part of the pedagogical challenges.

LACK OF APPROPRIATE USE OF TLM (TEACHING LEARNING MATERIAL)

THE use of TLM made by the teachers in schools during the teaching – learning process makes the learning process more interesting and joyful to the children, especially in the primary classes. As the project focuses on the educational process being conducted in online mode, the teachers were also used to the technology that was being expected by them and to be used in the online classes during online teaching.

While talking about different subjects, as in the case of MATHEMATICS, the teachers face difficulties in teaching fractions, and mathematical operations, estimation. On interviewing different interns, it was found that children face difficulties while understanding these mathematical operations because, in online teaching, most of the teachers are not audible to the children due to the poor network connectivity and others that it is not possible for a particular teacher to focus on each and every child in online class in just a time period of 40 minutes and thus being the reason, the children do not get proper attention from the teachers and they lag behind from their classmates. While teaching the division and fractional problems, children did not have conceptual knowledge of the concept and thus they did it wrong. This could be due to the non usage of appropriate examples by the teacher to teach the concept.

In the case of E.V.S. The interns faced problems while teaching a particular concept due to the lack of appropriate TLM to use them. Due to the pandemic, the new academic session began in such circumstances that the children were not much focused on their studies and thus the children did not get ample opportunities to share their experiences or learn new concepts in an effective manner. Moreover, the teacher did not use any audio – visual resources for the children to make her teaching effective. AS DESCRIBED IN THE Piaget's THEORY OF COGNITION: while moving at the higher stage of cognition, the children always require some visuals to have a confirmation of their knowledge construction.

LANGUAGE USED BY THE TEACHER

Another challenge faced by the interns in their teaching was the communication gap between the children and the teachers and the language used by the teachers. While teaching online, the teacher either used only English as the medium of communication with the children or simply read the text written in the books. In most schools, especially the ones in the local areas of a particular region , the primary class children are not comfortable enough with English language as a medium of teaching learning process and thus they face difficulties in constructing the children's understanding of any concept. The method of comprehension used by the teacher was not understandable by the children, as most of the time , the teacher used only the activity and finished of the class, which couldn't help the children to connect with the topic/ concept.

AVAILABILITY OF GADGETS IN A PARTICULAR HOUSE

Most of the interns talked about a common problem faced by all of them, all the children either belonged to the lower class or the lower- middle class of the society. The greater the number of siblings in a family and the less the number of electric gadgets creates problems for the children to continue their online learning process. Moreover, the children, along with their parents, weren't techno friendly enough that they could help their children to continue their learning or help them to understand the concepts taught by the interns or the teachers. Where there were a greater number of siblings in a particular house, only one child at a time could take their

classes online as there was a limited number of gadgets in the house and it is not easy for parents to afford multiple number of gadgets for their children as due to the lockdown, people have to already been struggling with their financial problems and it was not at all easy for some of the families to meet their hunger as their savings were being finished after a particular point.

THOUGHTS ABOUT THE MODE OF ONLINE TEACHING – LEARNING PROCESS

On hearing about the lock-down, many children were worried about their studies as the schools were shut down as per the decision of the government. But soon, online teaching was brought up as an alternative to the offline mode of teaching learning process. Initially, the children did not have any knowledge about how they would continue their studies through the online mode of learning, but by the passage of time, the children were able to manage the situation and they started learning in online mode. The children who used to go for the tuition classes were then not in a situation to continue their tuition because of the lock-down situation.

Conclusion

In the research paper, effort has been made to understand the difference between online teaching and offline teaching and the challenges faced by the interns during the internship. The challenges of online internship in the time of this pandemic where schools are shut down due to the implementation of lock-down. It also includes challenges faced by the children during the teaching – learning process i.e, lack of gadgets, lack of internet service, laziness in children, lack of TLM, lack of resources etc.

The other challenges of teachers are also explained, such as pedagogical issues, time management issues, lack of TLM, lack of a child-friendly environment.

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