



# A Study on Online Teaching-Learning Practices Adopted by B. Ed Teachers During Covid-19 Pandemic

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## **Abstract:**

The global crisis of the COVID-19 pandemic gave rise to the digital revolution in the higher education system. The traditional system has been replaced by online lectures, online examinations, teleconferencing, e-books, and interaction in virtual environments using different online platforms. Most of the institutions used synchronous methods of online teaching-learning by using online platforms like Google Meet, Zoom, Hangouts etc. The synchronous learning tools facilitate real-time interaction between educator and students. The present paper is based on descriptive research design. This paper was aimed at exploring the various teaching-learning modes adopted by B. Ed teachers and students in online teaching learning practices during Covid Pandemic. The interview was conducted by collecting responses from the teacher educators and students from B. Ed colleges to achieve the objective of the paper. The analysis of responses of teacher educators and students was found to be aligned with each other. The triangulated analysis of responses of both teacher educators and students have revealed that the teachers have made many active efforts to make the classroom more engaging by using different software such as PPT, Images, videos, documentaries, animated videos, etc. It was also revealed that teachers had also participated in various online certification programmes to develop their ICT skills to get habitual with such online software's.

**Keywords:** Pandemic, modes, online, teaching-learning, B. Ed

## **Introduction:**

The COVID-19 pandemic is an unprecedented challenge which affected all sectors in society. The spread of the COVID-19 pandemic led to closure of schools, colleges, and universities worldwide. The central and state governments across the world faced many issues and challenges for continuing education. 'Emergency remote teaching' were adopted to moderate the effect of COVID-19 pandemic (Bozkurt and Sharma 2020). Teachers unexpectedly and very quickly adopted digital learning for teaching-learning process. Online teaching-learning replaced the face-to-face teaching-learning. Different online platforms have been used in educational institution. India is one of the most affected countries in the world. All educational institutions in India were closed for students from 24<sup>th</sup> March, 2020 which adversely affected millions of students.

## **Teacher Education during Pandemic**

The global crisis of COVID-19 pandemic gave rise to digital revolution in the higher education system. Traditional system has been replaced by online lectures, online examination, teleconferencing, e-books, and interaction in virtual environments using different online platforms. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) recommended use of online platforms, distance-learning programmes, and open educational resources for educating students during lockdown. Flores and Gago (2020) highlighted that teacher education institutions used both asynchronous and synchronous tools for continuing education. Most of the institutions used synchronous methods of online teaching-learning by

using the online platforms like Google Meet, Zoom, Hangouts etc. The synchronous learning tools facilitate real-time interaction between educator and students. It provides instant feedback and immediate response of students whereas asynchronous learning tools like email, discussion form and other learning system do not provide quick feedback and instant response.

Use of social media platforms like Facebook, WhatsApp, Telegram, Twitter, Google+, Instagram and LinkedIn were acknowledged for quick communication and convenience. The calendar presented week-wise activities for students and teacher along with e-resources and guidelines for using social media and technology for better transaction of teaching-learning content.

### **Review of Related Literature:**

**Fitria, N. (2020)** in her research paper on “Teaching English through Online Learning System during Covid-19 Pandemic” explored online teaching learning system in teaching English. The result showed that the institution is in support of online learning system. In the teaching and learning process, English lectures mainly use one online learning system, and some lectures use two or more online learning systems. 40.3% use Google Classroom, 7.8% use Zoom, 6.5% use Schoology, 6.5% use Edmodo, 5.3% use Moodle, 2.6% use Google Meet, 2.6% use WhatsApp groups. Other responses indicate that they use standalone platforms, SPADA systems, Elena platforms, UCY Learning, English Discovery, email, Skype, and BlogSpot.

**Mishra et.al. (2020)** studied on “Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. Both qualitative and quantitative approaches were used to examine teacher and student perceptions of online instruction. The value of this document is in painting a complete picture of current online teaching and learning activities during the pandemic period, including establishing linkages between change management processes and online teaching and learning processes in the education system after the outbreak of COVID-19 to address ongoing academic disruptions and therefore ensuring the resumption of educational activities and discourses as a normal course of action in education system.

**Saini, Gupta, and Javed (2020)** in their paper on “Online Teaching Pedagogy during COVID-19 Pandemic Outbreak” reflected on how to respond in the time of pandemic in post digital era. It was stated that online education system has played a significant role in setting routines for students with online classes, activities, and exams. In conclusion, the lessons from the pandemic will force a generation to make new rules, regulations, and choices for the future. In addition, certain rules must be followed to design a successful online learning session, such as it is recommended that the Higher Education Commission work with the telecommunications industry to address internet issues for smooth distance learning. Indicators such as student feedback, flexible teaching and assessment policies, and lecture recordings will contribute to the success of online classroom pedagogy.

**Diković et.al. (2021)** in the paper on “Online teaching during covid-19 from the university students’ perspective”, aimed to fulfil two objectives. First is to explore the didactical methods used in online teaching learning and second is to compare students’ experience of online and face-to-face learning. The sample consisted of 272 university students and online questionnaire was used. The results showed that the students with better adjustment assessed online education more positively. It has been concluded that online lectures delivery has a lot of variation from face-to-face learning.

**Susanto, S. (2022)** in his paper on “EFL online learning during covid-19 outbreak” revealed that the Covid-19 pandemic has resulted in the only option for students to continue their education being online learning; this has caused many responses to arise such as a lack of infrastructure and a lack of preparation for both teachers and students. This study focused on students' responses towards online learning, looking at their preferences and comfort level with the online platform. Data was collected by surveying 30 graduate students through an online survey. The students connected to class via phone and laptop, utilising various platforms like Zoom, Google Classroom, WhatsApp and more for virtual meetings and activities. Although the teacher had catered for the students' preferences with a selection of digital platforms, devices and content delivery modes, the students were still not enjoying the instructional process. Despite the drawbacks of online learning such as difficulty comprehending the material and poor internet connection, it is still seen in a positive light for its flexibility, autonomy, and affordability.

## **Objective of the Study:**

The present study was aimed at exploring the online methodologies or modes that were opted by teachers in delivering lectures in B. Ed programme.

## **Methodology of the Study:**

The present study is based on descriptive research design. The study was aimed at exploring the various teaching-learning modes adopted by B. Ed teachers and student in online teaching learning practices during Covid Pandemic. Keeping in view academic, administrative and time constraints, random sampling technique was used and 5 B.Ed. colleges of GGSIP University were selected as the sample of the study. The interview was conducted by collecting 30 responses from the teacher educators, and 30 responses of students from B. Ed colleges to achieve the objective of the paper.

## **Tools for Data Collection:**

Keeping in view the nature of the study the following tools were used by the researcher:

- Semi -Structured Interview for teacher educators to gauge various online teaching -learning modes adopted during Covid-19 pandemic.
- Semi-Structured Interview for B. Ed students to gauge various online teaching -learning modes adopted during Covid-19 pandemic.

The researcher used structured interview tools for B. Ed students and teacher educators to gauge various online modes that were adopted in online teaching learning activities during Covid-19 Pandemic. The Interview questionnaires were designed in such way that various online modes such as online softwares, interactive media, open educational resources etc. can be explored. Data was analysed using inductive qualitative content analysis method. Each interview took around 15 minutes and respondents' answers were immediately arranged to the themes after end of each interview.

## **Analysis and Interpretation:**

### **1. Results of Interview done for Teachers:**

#### **Usage of social media softwares to connect with students**

This theme contains all the positive responses from teachers as all the teachers agreed that they used social media platforms such as WhatsApp, Facebook, Telegram. The most popular platform used was WhatsApp. The teachers used these platforms to increase connectivity and enable instant communication with students. Two teachers mentioned about using Facebook Live features to reach out to students and provide them with extension lectures through the social media platform.

#### **Usage of Online Video Calling apps to connect with students**

This theme also contained all positive responses from teachers as all the teachers agreed that they that they used video calling platforms to connect with their classrooms. Google Meet and Zoom Platforms were the most popular softwares amongst them. 1/5<sup>th</sup> of the teachers had mentioned that they also used Cisco Webex and Microsoft Teams during their online teaching learning activities. After asking about the most comfortable software then the teachers responded that they were more comfortable with Zoom because of its features of screen sharing, meeting lock and question polling features. Few teachers mentioned the only disadvantage was the limited time availability during meeting in Zoom application thus, they switched to other alternatives such as Google Meet, Cisco Webex, Microsoft Teams etc.

#### **Access to video calling softwares provided by Institutions**

Around 3/4<sup>th</sup> of the respondents had accepted that they did not receive any subscribed version of any software from institution. They had to rely on their personal data pack or had to use free version of softwares for online teaching learning activities. Around 1/4<sup>th</sup> teachers mentioned that they had received Zoom and Google Meet subscription from the institution to continue the online teaching learning practices.

### Helpful softwares during online teaching learning

The most common softwares identified were Microsoft 365 softwares such as Microsoft office, PowerPoint, Excel etc. Few respondents had mentioned about using google classrooms as a helpful software for assignment distribution and submission. One of the respondents commented about using Kahoot and Quizizz etc. which enabled to make classroom more engaging.

### Usage of Open Educational Resources (OERs) during online teaching learning

Around 1/4th of the respondents had said that they had searched for the online freely available content on different websites such as eGyanKosh, NCERT Labs, e-documents, YouTube videos, e-library (NDLI), freely available PPTs etc. Whereas 1/2 of the respondents mentioned that they used regular books for preparing lecture content and did not explore any online material. Few respondents had mentioned that they had uploaded their videos on university YouTube channel and ask their students to access the same.

### Encouragement provided to students for participating in MOOCs/ Online Webinars or Seminars

All the teachers not encouraged the students to participate in any MOOCs programme during the time of pandemic. All the teachers had encouraged students to participate in various webinars and seminars conducted online at university level. 40% of teachers had accepted that they themselves got enrolled in various online courses such as ARPIT Refresher courses, ICT related MOOCs and other certified programmes organised by university which enabled them to better understand the online teaching methods.

### Usage of Interactive Media during Online Teaching Learning process

3/4<sup>th</sup> of the teachers had mentioned about using interactive media such as PowerPoint slides, YouTube videos, animated videos, images, diagrams, and graphs etc. during online classroom. 1/4<sup>th</sup> of the respondents had mentioned that they also encouraged students to develop digital stories and audio/video clips to increase classroom engagement.

Theme	Teachers' responses in percent
Usage of social media softwares to connect with students	100% agreement found in teachers' opinions
Usage of Online Video Calling apps to connect with students	100% agreement found in teachers' opinions
Access to video calling softwares provided by Institutions	75% teachers said that they did not receive any support from institution.
Helpful softwares during online teaching learning	75% of the teachers said that they used MS office tools during online lectures and remaining 25% said that they used innovative apps such as kahoot, google classroom etc. to engage students in learning.
Usage of Open Educational Resources (OERs) during online teaching learning	25% of respondents visited as eGyanKosh, NCERT Labs, e-documents, YouTube videos, e-library (NDLI), freely available PPTs etc. but 50% of the respondents used their textbooks as the main teaching resource. Remaining 25 % uploaded their videos on YouTube to reach out the students.
Encouragement provided to students for participating in MOOCs/ Online Webinars or Seminars	100% of teachers said that they did not encourage the students to participate in MOOCs programme but they asked students to participate in online webinars and other certified courses. 40% of teachers themselves participated in ICT related MOOCs and other refresher courses for professional development.
Usage of Interactive Media during Online Teaching Learning process	75% of the teachers used interactive media such as PPT and animated videos etc in their lectures. 25% of the teachers also encouraged the students to develop some multimedia content.

**Table1: Some related themes and Teachers' responses in percentage**

## 2. Results of Interview done for Students:

### Opted modes to connect with the classroom during online teaching process

The theme consisted of the students' views on the various modes opted by teachers during online class. All the students had responded that their teachers mostly used Google Meet and Zoom softwares to connect with the classroom. These softwares were found to be popular among all the students.

### Online assignment submission and classroom engaging softwares

Under this theme all students agreed upon the usage of google classroom google classroom for distribution and submission of assignments by the teachers. 1/4<sup>th</sup> of the respondents mentioned that teachers rarely used other softwares such as kahoot, quizizz etc. and Kinemaster application for recording videos. Whereas few students had also mentioned about using Hindi typing Softwares.

### Usage of Interactive Media by teachers while teaching online

In this theme almost all the students responded positively that their teachers had used PowerPoint Presentations, Pdf documents, images, videos, documentaries, research papers etc. to make classroom more engaging. 1/2 of the students mentioned that they collaborated with their teachers on various online classroom discussions and had simulated their teaching practices while engaging with the teachers.

### Enrolment in MOOCs programme for professional development

1/2 of the students belonged to 4<sup>th</sup> semester of B. Ed Programme who did not participate in any MOOC and had shown lack of knowledge regarding MOOCs programmes. Whereas other 1/2 of the students belonged to the 1<sup>st</sup> semester of B. Ed programme mentioned that they have got themselves enrolled in MOOCs programme because it had now become the part of their B. Ed curriculum. The students who belonged to 1<sup>st</sup> semester mostly got enrolled in ICT MOOCs programme for their professional development.

### Access of Open Educational Resources (OERs) for better understanding the content

Around 3/4 of the students relied on the content provided by their teacher in the form of Pdfs files or screenshots. Remaining 1/4 of the students had mentioned that they explored google search engine, websites such as eGyanKosh, Wikipedia and other e-libraries to develop content for their online internship.

### Subscription of softwares provided by institutions

Under this theme all the students had responded that they did not receive any support from their institution regarding online subscription of any software. Though, few students had mentioned that they participated in various online seminars and conferences organised by their institutions.

### Helpful softwares during online teaching learning

All the students had mentioned that they liked Google Meet and Zoom as it helped them to get connected with the classroom. Other than this, they used WhatsApp to connect with their teachers and peers which also helped them in enhancing classroom communication.

Theme	Students' responses in percent
Opted modes to connect with the classroom during online teaching process	100% of the students agreed upon the usage of google meet and zoom etc. video calling softwares by the teachers
Online assignment submission and classroom engaging softwares	100% of the students agreed upon using google classroom for submission of assignments whereas 25% mentioned about other interactive softwares such as kahoot, quizizz etc.
Usage of Interactive Media by teachers while teaching online	100% students agreed that teachers had used PowerPoint presentations etc. to explain the concepts
Enrolment in MOOCs programme for professional development	60% of students had shown lack of awareness regarding MOOCs whereas other 40% got enrolled due to their course requirement
Access of Open Educational Resources (OERs) for better understanding the content	Around 70% relied on the content provided by their teacher in the form of Pdfs files or screenshots whereas 30%

	mentioned that they explored google search engine, websites such as eGyanKosh, Wikipedia and other e-libraries
Subscription of softwares provided by institutions	100% of the students responded that they did not receive any support from their institution regarding online subscription of any software.
Helpful softwares during online teaching learning	Students unanimously mentioned that the usage of WhatsApp and video calling softwares was found to be helpful in the online setup.

**Table 2: Related theme and students responses in percentage**

### **Findings of the Study**

The analysis of responses of teacher educators and students found to be aligned with each other. The triangulated analysis of responses of both teacher educators and students have revealed that the teachers have made many active efforts to make classroom more engaging by using different software's such as PPT, Images, videos, documentaries, animated videos etc. All the respondents have mentioned using of Google Meet and Zoom platforms to connect with the classroom during online teaching practices. The teacher educators and students had shown willingness to study in online setup but lack of support from institution became a demotivated factor among them. The teachers had to use personal resources in order to take online classes which was a demotivating factor among the teachers. The interview of both students and teachers revealed that students of 4<sup>th</sup> semester of B.Ed. programme were found to be less aware of MOOCs programme than the 1<sup>st</sup> semester students because of the changes in the university curriculum. It was also revealed that teachers had also participated in various online certification programmes to develop their ICT skills to get habitual with such online softwares.

### **Conclusion:**

The Covid Pandemic has surely shifted the face of Indian education and brought the revolution in online ways of teaching and learning, but there are still a lot of issues that are the part of online teaching learning process. The policy makers and educationists can think upon introducing a hybrid mode of learning by which all the essential elements of online teaching learning process and face to face mode can be combined effectively into a classroom.

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