

# A PRAGMATIC STUDY ON RESHAPING THE EDUCATION SYSTEM POST COVID-19

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## **Abstract:**

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” In a matter of weeks, corona virus pandemic has changed the method of education for each and every student in the society. New solutions for education could bring needed innovation. This post covid-19 pandemic has given a way of “Non-stop teaching and learning” through online classes and lectures. In a short time period, millions of faculty members started to teach in front of a computer screen, and their students have to stay at home and take the courses through the internet. Beyond China, with the spread of COVID-19 across the world, as of March 13, 61 countries in Africa, Asia, Europe, the Middle East, North America, and South America have announced or implemented school and university closures and most of universities have enforced localized closures. This paper revolves around the topic “A PRAGMATIC STUDY ON RESHAPING THE EDUCATION SYSTEM POST COVID-19” and giving solutions for reshaping the education system for a better future.

**Keywords:** Corona virus pandemic, reshaping education system, bright future, Non-stop teaching and learning.

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## **Introduction:**

WHO declared the coronavirus disease 2019 (COVID-19) outbreak, caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), to be a pandemic on March 12, 2020. On March 18, 2020, the UN Educational, Scientific and Cultural Organization estimated that 107 countries had implemented national school closures related to COVID-19, affecting 862 million children and young people, roughly half the global student population. This situation had rapidly escalated from 29 countries with national school closures a week before. School closures are based on evidence and assumptions from influenza outbreaks that they reduce social contacts between students and therefore interrupt the transmission.

## **Objectives of the study:**

- To spot out the facts on reshaping the education system post COVID-19.
- Enlighten about the various advantages and disadvantages of education through online curriculums.
- To provides suggestion towards the topic “A PRAGMATIC STUDY ON RESHAPING THE EDUCATION SYSTEM POST COVID-19”

## **Research methodology:**

This paper on “A PRAGMATIC STUDY ON RESHAPING THE EDUCATION SYSTEM POST COVID-19” comprises of secondary data which encompasses government records, articles, journals, survey reports, research data and website information.

## **Advantages:**

Study abroad and international study programs likely to be negatively impacted by reduced travel:

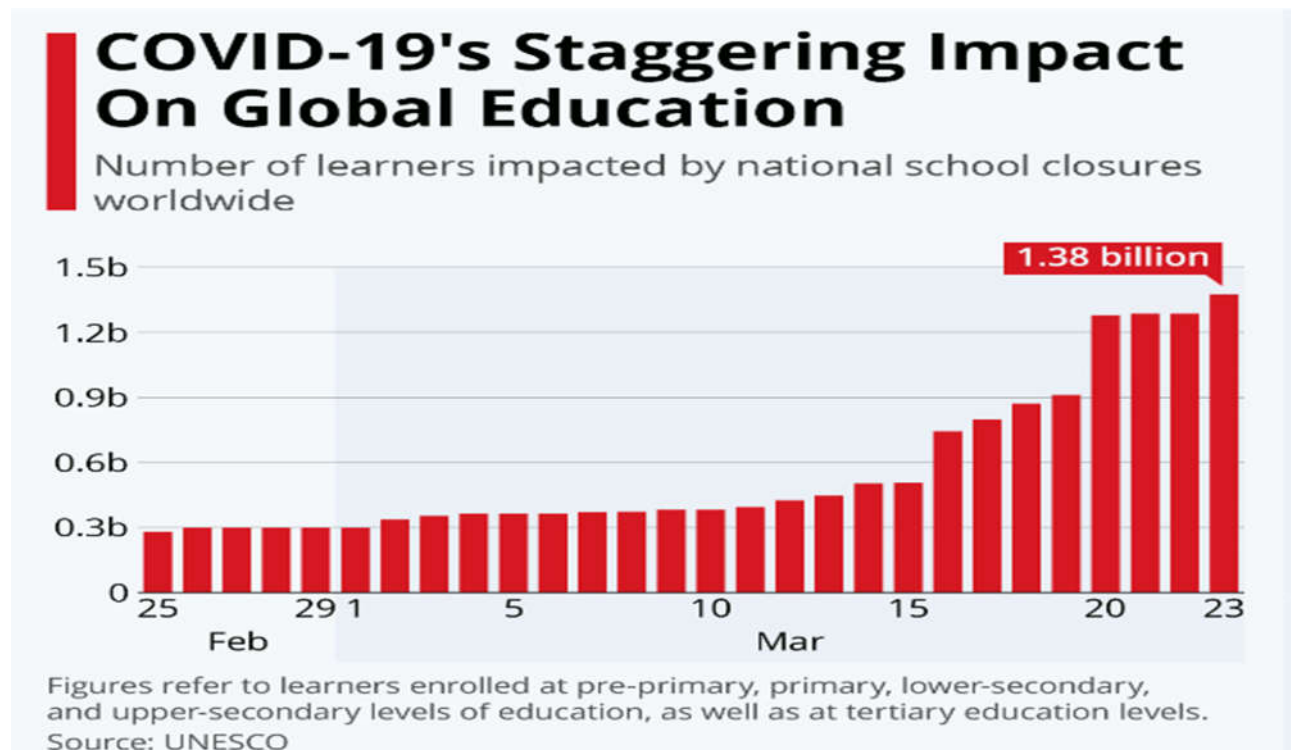
By this the world has never been more connected, international experience is core to many advanced learning programs and will be significantly curtailed during the crisis. Study abroad and international study programs likely to be negatively impacted by reduced travel – and while the world has never been more connected, international experience is core to many advanced learning programs and will be significantly curtailed during the crisis.

Support and physical supervision for students: particularly younger learners who do not have well-developed skills in self-discipline, time management or motivation, parents need to stay as a backbone for the students acquiring education through online classes

### **Disadvantages:**

Accessibility for those without easy access to good technology: students learning at home do not always have reliable access to required technology or internet bandwidth – especially if multiple people in the same house are also working or learning from home. Socio-economic challenges can be magnified in this context too, creating a dynamic where those with less access to quality technology are therefore less able to access quality education.

Potential social isolation for learners who rely on face-to-face interaction: While schools, colleges and app-developers are working hard to find creative ways for students to connect remotely, many will miss the ease of a face-to-face learning environment, particularly those who rely on their school as a primary source of social interaction.



## Recommendations:

➤ First, making emergency preparedness plans for unexpected problems

Since all the courses were switched to online education mode, the computer servers may not be able to host such a large scale of new users; the online education platform may often shut down because of overload. In order to solve all kinds of unexpected issues timely, faculty need to prepare Plan B or even Plan C before classes start and inform students in advance.

➤ Second, dividing the teaching content into smaller units to help students focus

Many Chinese college students have shown weak persistence in online learning, which seriously restricted their learning effectiveness. In order to ensure that students concentrate on online study, faculty should reasonably break down the content of the in-class teaching into different topics and adopt a modular teaching method. In other words, on the basis of ensuring a clear knowledge structure in the curriculum, faculty divide the teaching content into several small modules with each lasting approximately 20–25 min.

➤ Third, emphasizing the use of “voice” in teaching

In traditional in-class teaching, body language, facial expressions, and teachers' voice are all important teaching tools. However, once a course is switched to online teaching, body language and facial expressions are under restrictions as it is difficult to use these tools through screens, and only “voice” could be fully functioned. Therefore, in online teaching, faculty should appropriately slow down their speech to allow students to capture key knowledge points.

➤ Fourth, working with teaching assistants and gain online supports from them

The technical requirements of online teaching are far greater than traditional in-class teaching for inexperienced faculty members. In view of the fact that most of the faculty at our university are insufficiently trained or supported to operate online education platforms, the support from teaching assistants is particularly important. Faculty should fully communicate with the teaching assistants before the class to make sure that they understand the objectives, knowledge framework, and teaching activities of each class. In this way, the teaching assistant can provide effective support in online teaching. In addition, teaching assistants can also provide consultations

and answer questions for academically underprepared students by using email, WeChat, and other social platforms after class.

➤ Fifth, strengthening students' active learning ability outside of class

Compared with traditional in-class lectures, faculty have less control over online teaching, and students are more likely to “skip the class”. Therefore, the progress of online teaching and its learning effectiveness largely depend on students' high-level active learning outside of class. To this end, faculty should use various methods to moderately modify students' homework and reading requirements to strengthen students' active learning outside of class.

➤ Sixth, combining online learning and offline self-learning effectively

Insufficient pre-class study preparation, limited participation in class discussions, and inadequate discussion depth are common phenomena in traditional in-class teaching, similarly, those issues should not be overlooked in online teaching. In order to solve such problems in online teaching, faculty should consider two phases of teaching, the offline self-learning phase and the online teaching phase. In the offline self-learning phase, students are required to read the course-specific literature and submit short papers based on their reading of key materials before the class. Faculty should provide feedback to students' assignments and know the learning cognitive levels of students. In this way, faculties are able to make adjustments in teaching content before class. In the online teaching phase, faculty should use a discussion section for students to exchange their understanding based on their reading. Thus, students will not learn ambiguous, fragmented, and surface knowledge. Instead, they will experience deep learning during the discussion.

## **Conclusion:**

Closure of schools has a catastrophic impact on society, and the UNESCO studies summarize some of it as follows:

- Confusion and stress for teachers: When schools close, especially unexpectedly and for unknown durations, teachers are often unsure of their obligations and how to maintain connections with students to support learning. Transitions to distance learning platforms tend to be messy and frustrating, even in the best circumstances. In many contexts, school closures lead to furloughs or absenteeism by teachers.

- Parents unprepared for distance and home schooling: When schools close, parents are often asked to facilitate the learning of children at home and can struggle to perform this task. This is especially true for parents with limited education and resources.
- Challenges creating, maintaining, and improving distance learning: Demand for distance learning skyrockets when schools close and often overwhelms existing portals to remote education. Moving learning from classrooms to homes at scale and in a hurry presents enormous challenges, both human and technical.

**References:**

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