ORIGINAL RESEARCH PAPER

Psychology

A STUDY ON TEACHERS CHALLENGE FOR QUALITY AND EFFECTIVENESS IN ONLINE TEACHING

KEY WORDS:

Dr. Vishalakshi Honnakatti Assistant Professor of Psychology, Govt First Grade women's College for Bailhongal-591102.

Prof. Hemlata Torgal* Assistant Professor of commerce, Govt First Grade women's College for Bailhongal-591102. *Corresponding Author

ABSTRACT

It has been a challenging period of time for all teachers, all around the world. We cannot deny that fact. All of a sudden, and because of something that is totally out of our control, students are learning remotely and both educators and administrators are in the permanent search of new tools and paths to face challenges they haven't faced before.

A few weeks ago, without even imagining the global situation we are currently facing, we published an article in which we also talked about the challenges teachers face. But in this opportunity, we'd like to offer our readers a way out, a solution to these new challenges that appeared with Covid-19, and a unique opportunity to look at things from a brighter perspective. And in this article researcher tried to answer these questions. How's the day after going to be like, and when is it going to happen? Which educational paradigms will have the new "normal" way of living and interacting? How to keep your students motivated and interacting with each other? These are only some of the subjects we are going to discuss. With online classes running seamlessly during lockdown restrictions, can school principals afford to sit back and relax? Are there any felt or expressed concerns regarding the effectiveness of online classes? How will the school heads address the challenges of the quality and effectiveness of online learning? Do they need to create new protocols of online curriculum transaction and monitor teachers' performances?

INTRODUCTION:

Online learning involves courses offered by postsecondary institutions that are 100% virtual, excluding massively open online courses (MOOCs). Online learning, or virtual classes offered over the internet, is contrasted with traditional courses taken in a brick-and-mortar school building. It is the newest development in distance education that began in the mid-1990s with the spread of the internet and the World Wide Web. Learner experience is typically asynchronous, but may also incorporate synchronous elements. The vast majority of institutions utilize a Learning Management System for the administration of online courses. As theories of distance education evolve, digital technologies to support learning and pedagogy continue to transform as well.

Covid-19 struck us without a warning and left head of all educational institutions scrambling to respond to its exigencies. It has also created a need to creatively deal with such unforeseen and once-in-a-century catastrophic events that are being predicted as the 'new normal'. School principals deserve nothing less than a pat on their backs for a swift response to the pandemic amid the lockdown restrictions. Their alacrity has resulted in a spate of online classes for learners of every level ranging from scholastic subjects, co-scholastic areas such as fine and performing arts to mental wellness and physical fitness.

However, it would be overly simplistic to sit back and relax assuming the job to be well done. There are serious **challenges to quality and effectiveness in online learning** which largely remain unaddressed due to overflowing self-congratulatory and feel-good sentiments. Will the school leaders be willing to think out of their box to recognise, understand, and address these critical issues?

METHODOLOGY:

An analysis research technique based on literature from respective journals, newspapers, books, websites and magazines, covering wide range of collection of related information on online teaching. the objectives of the study the design of the research is descriptive in nature. Available secondary data was used for this article.

Challenges In Online Learning

Comparing face-to-face learning with online learning brings forth significant deficiencies in the online mode such as lack of human connect, absence of opportunities of collaborative learning, teacher supervision and the most glaring being lack of opportunities for hands-on learning in complex subjects such as science and mathematics. Besides, amid the rush of hosting online classes the best teaching practices such a addressing learners Multiples Intelligences (MI), VARK Learning Styles and providing a differentiated learning experience have been relegated to the backburner. So how does the head of a school address the challenges of quality learning in online mode and is it possible to harness technology to provide a rich, immersive and holistic learning experience to the students?

Quality On-line Learning

What is 'quality' in online learning? The definition of **Quality Education** has undergone a metamorphosis in the online mode, and now it includes the ICT components that help overcome all the challenges have resulted due to the physical distance between the teacher and the learner. ICT has the power and potential to help the users overcome not only these challenges but also make some unexpected value additions to classes that could result in an improved teacher and learner performance, leading to an enhanced learning experience. Here are some ICT integrated teaching-learning strategies that can '***up the quality***' quotient of an online class.

Plan Active Learning

"It's not a lecture classroom online,". "It's an active learning classroom online." Conrad, a lecturer at the University of California in Berkley clarifies. It has been observed that sometimes to overcome the lack of their physical presence teachers go into long winding explanations of the concept in an online class, leaving learners passive, bored, and ultimately distracted. The online class should have a well-planned sequence of activities for **'active engagement'** that allows the leaners of opportunities for ***interaction*** and ***hand-on, experiential learning.*** The following strategies would help in creating opportunities for active learner engagement with content and peers.

Use IT Tools, Apps & Resources

Ormrod Jeanne Ellis, professor of educational psychology at the University of Northern Colorado, talks of four ***basic learning needs*** that form the basis of all major educational

theories ranging from behaviourism to social cognitivism to constructivism. These are Arousal, Competence, Self-determination and Relatedness. (Ormrod, 2011). He says through gamification and technology a teacher can successfully meet most of these needs in an online class. Technology is a huge enabler, as it can be used to customise learning to learners' level, interest, and academic and social needs. Rich texts, images, videos, audios, and games bring fun, excitement, collaboration, and challenge to learning. The learners, being *digital natives*, view online classes as '***edutainment than education***' and continually set new learning goals for themselves. It also allows learners to learn at their own pace, revisiting the lesson as many times as they wish before moving on to the next stage.

Give Learners A Choice

Traditional classes are teacher-driven and all the decisions regarding what, when, how, and how much are taken by the teacher. In an online class, the teacher can enhance learner motivation, interest, and involvement by allowing them to choose 'how to learn'. The choice of activities can range from audio/video podcasts, presentations, surveys, investigatory projects, quizzes, gamification, reports with illustrations and graphics, news-reporting, producing a radio/TV show, etc. Depending upon the skills and subskills that need to be taught or reinforced the learners could be asked to choose and collaborate on the assignment

Collaborative Learning

Bandura's Social Learning Theory illustrated that children learn when they observe and imitate others. Is it possible to create learning opportunities that enable Banduras four principles of Social Learning – attention, retention, reproduction, and motivation — to be replicated in an online class? Yes, online peer-collaboration and peer-assessment could fill the gap created by physical distancing norms due to the viral outbreak.

A teacher could host their asynchronous assignments on these collaborative platforms such as Google Docs, Google Drive, Google Hangouts, MS Teams, SlideShare, Minecraft, Kahoot, Mural, Voice Thread, Edmodo, Skype, etc. for learners collaborate, discuss, listen to others, reflect, assess peers and make it an immersive learning experience.

Feedback Vs Feed-forward technique

Feedback gives suggestions to improve the observed processes, in retrospect, by telling learners how they can improve the assignment that has been concluded. Research reveals that students hardly revisit their assignments to check teachers' suggestions and comments.

Feed-forward model is future-focused and inculcates ideas about what a learner or teacher can do differently with the assignment on hand. Teachers share the assessment criteria and inform learners of what is expected and subsequently mark them accordingly. A valuable outcome of feed-forward technique is learners constantly reflect on their output and make self-assessment. Feed-forward process would ensure better learning outcomes in the online mode, as the teaching time for a teacher is at a premium.

Guide Teacher Performance

All schools are closed during the lockdown restrictions, relieving teachers of their sundry administrative duties and making them free to devote their undivided attention to creatively design their on-line learning plans. Awareness that classes are open to public and parental scrutiny has made the teachers conscious of delivering their best in online classes.

Nevertheless, switching over to the online mode of teaching is a huge challenge for teachers. They have managed to imbibe a number of hard and soft skills to be able to do it successfully to date. However, regular observation of their classes and constructive and timely feedback would definitely help them improve their skills. A good strategy would also be to ask them what they need to learn and to organise focused interventions to help meet their learning gaps.

In Conclusion

While learners can't wait to get back to the schools, this spell of online learning is going to leave principals and educators richer in terms of insights into what constitutes quality education and their own preparedness to deliver it. The challenges of quality online learning will be managed sooner than later due to the inherent transparency of this medium. However, the real challenge would be not to slip into our old 'teacher-driven' ways and to remember and apply the learnings of this phase to enrich our regular classes post lockdown restrictions!

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