

# Online Learning at the Time Of Covid 19: Pre-Service Teachers Reflections

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## ABSTRACT

The most unintended consequences faced during pandemic COVID-19 is closure of traditional classes and continuation of the online classes. PST's perception towards learning at the time of COVID-19 was the outstanding part in this study. Many studies explored how online education has influenced the improvement of student performance. However the study conclude that to meet the diverse learning community an alternative approach is needed. Therefore the study identifies the research questions to know the perception of PST's and documents their reflections towards online education. The PST's of II Semester 47 students from IGNTU were selected as sample, research questions in EDMODO-LMS platform were distributed and their reflection towards the use of online education during the crisis was documented (List et al., 2020). The study identifies that there is a lacunae exist between the students who were distributed geographically in different location and their social-economic conditions also influences their performances. However the study also locates the reasons why some of them do less interaction is due to lack of electronic gadgets, network and internet facility were all deprived in this scenario. Therefore the study learns that how to meet the demand of the all students who were in crisis COVID-19 period and along with online education there was a need for hybrid class were students can improve their performance. Therefore the paper also ends with the suggestion of an alternative learning process to use the Blended Learning Approach.

## Keywords

Online learning, traditional learning, blended learning approach, EDMODO-LMS and COVID-19

## Introduction

The main focus of the study is to find the perception of PST's hence starts with research question to identify the problems related to study.

- Did the closure of institution affect the learning process?
- Do the PST's really satisfied with online classes?
- What are the tools and techniques used to enhances their learning in a better manner?
- Did the teachers who teach through online mode really teach according to the need of the students?
- Is assessment made in online learning environment is genuine?
- If mere online classes do not meet the demands what will be the alternative method of learning?

The traditional classes were shaken by the most pandemic COVID 19 and hence students faced the most unintended consequences of closure of their traditional classes, teachers failed to deliver their content in a face-to-face mode which is a biggest challenge ever faced centuries ago. There comes an online education as a boon to acknowledge

such crisis and the entire globe used it as a perfect panacea to overcome challenges faced by learning community and it is a need for present and future society (del Olmo-Muñoz et al., 2020). And it can be very well accepted that in the present modern days, education through online and its application in education considerably acknowledged. At the very same time it is also a challenge that whether it provides equal educational opportunity to the most disadvantaged group of learning community especially in country like India (Mishra, 2020). Provided learners with all technical gadgets like androids, portable computers, laptops and tablets enhances the facility for learning at any place and any time. PST's who undergo this online education using internet facility are they getting satisfaction of fully online education, one has to think seriously on that issues (Rodríguez-Hernández et al., 2020). This paper mainly focus on the reflections given by B.Ed. second semester trainees of IGN Tribal University and reflects on the issues faced by them during this pandemic COVID -19 period. And they suggest the alternate learning method of teaching that is Blended Learning instead of complete online learning (Bardach & Klassen, 2020). The blend of

traditional and latest technical approach using internet is Blended approach.

### Guiding Framework For Online Learning

According to the changing scenario education system in the community changes based on the emerging current development. This new trend in the community decides the learning pattern, content to be covered methodology to be followed to bring changes in the education system. These challenges can be faced by the education and educational institution to transfer changes because they reflect the need of the society (Greenhalgh et al., 2020). Teachers can carry these changes to attain quality education. ("The National Curriculum Framework 2005," 2005) and hence the quality of the teacher reflects the quality of the society in terms of economic, social and cultural terms. Hence the strength of an educational system mostly depends on the quality of its teachers. This study tends to reflect the literature how teachers effectively uses the online education to PST's to bring changes in the society.

The perception of PST's towards online education and how it affects the student's performance in the lockdown conditions and also how it satisfies the demand of the learners in current scenario was reflected. This study is closely related to Bardach, L., & Klassen, R. M. (2020) who revealed in their study that effectiveness of teachers bring changes in the cognitive abilities and better performance among students. The highly intellect teachers bring changes in the behaviour of students in turn brings changes in the society. Productive learning is only possible if students are actively engaged in the learning. The active participation of students is highly possible in digitalized learning scenario. According to the view of Bergdahl, N., Nouri, J., Fors, U., & Knutsson, O. (2020) students performance is high when they were exposed to digital enhanced learning when compared to low or no use of technology.

Owing to the pandemic situation of COVID-19 the traditional classes are been replaced by online learning because it satisfies the need of the learning community and it reaches every corner of the world. Students and teachers are able to sit at home and discuss the topic or content. Most of the urban schools in India opt for learning together and synchronous online education. Students

perception towards online education is high when compared to traditional learning environment.

According to Vanslambrouck, S., Zhu, C., Lombaerts, K., Philipsen, B., & Tondeur, J. (2018) showed in their study that students participation in online and blended community learning is more attractive when compared to traditional learning. Even if it is compared about the use of online education during lockdown period it is noted that even many teachers and parents are also not trained well to deal with all technical issues and handling of devices. Also the study focuses on poor connectivity and availability of limited number of devices in particular family, also in remote areas the internet facility and network availability was poor, which really acts as a barrier for the learning community. Though online education has challenging role to be acted in the society to cater the need of the learning community even at some lower group. So the teachers at lockdown time they left with no option to grab the use of online learning to be in contact with students regularly.

Teacher education institutions are enforced to use new trends in education. The new trends in education includes technology enabled learning. And due to the pandemic COVID-19 teachers are forced to use online education system through various means like email, what's app, Face book, google zoom, hangouts, google meet, MOODLE, EDMODO, google classroom and etc., to be in contact with the student community. The review also proves that students with high achievers perform better in online education than low performer. Therefore the study finds a gap that mere online education will not meet the demand of all learning community so an alternative method is needed for the actual interaction between teachers and students in the classroom also to experience the joy of learning together.

### Significance Of The Study

Perception of PST's refers to the experience gained in the online learning atmosphere and their observation gained through technology integration is evaluated with different components like interaction, discussion, accomplishment of content and contentedness. Also benefit of technology and students gratification about online education was reflected through open ended research

questions. PST's perception of their learning activity during the crisis pandemic COVID-19 is cited as strengthening proficiency and hence perception reported as experience gained in different methods of teaching and learning process.

### Statement Of The Problem

In the present study researcher believed the importance of using online education and PST's perception towards online education in teaching learning process (Strelan et al., 2020). Considering this the present study is titled as **"COVID 19 pandemic shifted Education exclusively to Online Education. Reflections of PST's of Madhya Pradesh"** was undertaken.

### Objectives

To qualitatively analyze the perception of PST's towards online education to be fasten with the teaching and learning process at the hour of COVID-19.

### Delimitations

The study is confined to PST's (B.Ed. II semester in Madhya Pradesh and is conducted in Indira Gandhi National Tribal University, Amarkantak. The units from Understanding discipline and subject paper and teaching of physical science was taken for present study. Online learning activities included sharing information through message board, emails, articles, uploading materials, discussion, quiz, Video preparation, video conferencing through google zoom and google meet and submission of assignments in the EDMODO platform.

### Methods

According to (Maxwell & Rebybold, 2015) qualitative research methods are a means of understanding a social phenomenon by outlooking the communal, societal or diplomatic learning environment will bring revolutionize change in the society.(Ray, 2007). Miles Huberman case study technique was employed for collecting and interpreting data in this method. The researcher used qualitative method to find the perception of PST's on online education during the crisis COVID-19. To achieve this aim the researcher used research questions to collect data from the PST's of B.Ed II semester from IGNTU.

The following steps are used for collecting data in qualitative research method

### Identifying Resrch Question

Investigating questions used in this study are means of reporting and congregating documentation or reflection of PST's about online education (Maxwell & Rebybold, 2015). The answers collected from the research questions enabled the researcher to understand the important issues related to the experience of online learning environment from the perspectives of learners. The research questions framed for data collection was listed below.

### Research Questions

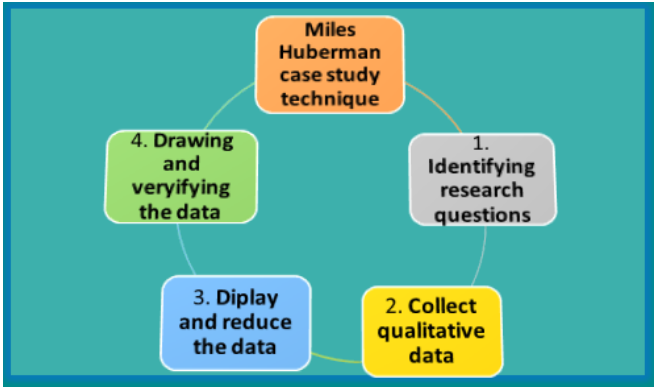
1. In what way online education helps you during the pandemic COVID-19?
2. Does online education improve the self-learning process?
3. Is the inclusion of online learning platform useful for learning?
4. Is technology really needed for teaching and learning process?
5. Does fully online education strengthen the teaching learning process at the time of lockdown?

### Participants

In the present study the researcher frames five research question to collect data from the participants. The research questions mainly focused on collecting information from the PST's based on the learning experience gained during the lockdown period of pandemic COVID-19. Therefore the PST's from Indira Gandhi National Tribal University were exposed to qualitative research process. The above mentioned research questions are used to collect data by adopting following steps.

### STEPS FOLLOWED IN MILES HUBERMAN CASE STUDY TECHNIQUE

1. Data collection
2. Data display
3. Data reduction / condensation
4. Conclusions: drawing or verifying.



**Fig:1 Steps followed in Miles Huberman case study technique**

In this method the collected individual transcripts were read and re-read a number of times by the researcher followed by a writing process in which is a frequently occurred statements are gathered together and coded. The similar responses were grouped together and organized into themes and sub-themes or patterns. This study follows conventional content analysis were the coding was derived directly from the data.

In qualitative analysis generalization made in the research as that students perspectives toward online education is high. PST’s are able to reflect and interact in the online learning platform and improve self -learning. This is one of the significance of online education where students are able to interact with the teacher and the peer group. Hence the qualitative result of this study

supports the use of online education and also it reflects about the disadvantage group who have been deprived from the scenario itself.

**Analysis Of The Data**

In the present study Miles Huberman case study technique was employed for collecting and interpreting data in this method.

Miles Huberman, (1984) case study technique was adopted to describe the findings of the qualitative study. Five open ended questions were given to the students in EDMODO platform in order to know how they have perceived the online education. The responses of the PST’s were collected and analyzed. And the prominent answers of the students were listed out and given in the findings. The investigator framed open ended research questions and given to the PST’s. The data was collected from all the PST’s and the results are displayed, from the results the frequent data was gathered and the remaining data are reduced. Conclusions are drawn from the frequently appeared data.

**Results And Interpretation**

In qualitative analysis the PST’s responses where collected and gathered together and similar responses were presented as finding.

**Table:1 Research Question 1**

| Research Questions   | Reflections by PST’s  | Findings   |
|--|---|--|
| In what way online education helps you during the pandemic COVID-19? | “The use of online teaching strategy during the pandemic enhanced collaborative and interactive learning in the group which has motivated me to improve my performance”.<br>(Reflection by the PST Ashish Singh). | a. Pre- planning by both teacher and PST’s for classes.<br>b. Continuous evaluation by teacher, students and peer group.<br>c. Sharing the best practices and participation of each members in group.<br>d. Innovative teaching strategies used during the teaching and learning process.<br>e. Collaborative and interactive process.<br>f. Immediate credits and progress shown in the platform motivated for active learning. |



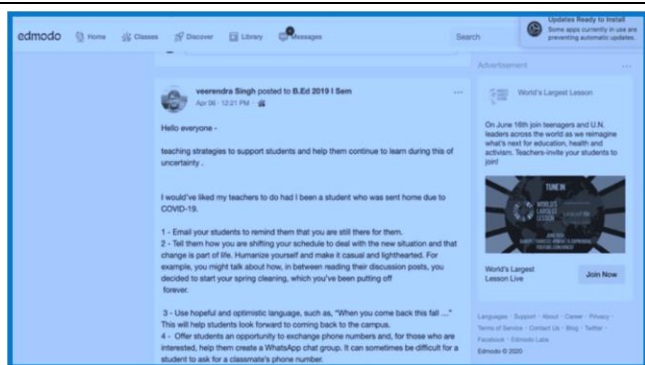
**Figure: 2 Screenshot of PST reflection on Online Education**

Based on the reflection the perception towards online education was increased and PST’s feel secure to learn even in the closure of regular classroom.



**Table:2 Research Question 2**

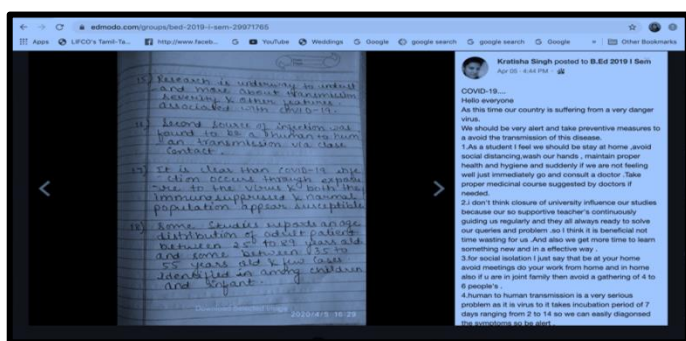
| Research Questions                                       | Reflections by PST's  | Findings  |
|--|---|---|
| Does online education improve the self-learning process? | "The Online education satisfied my need and I learn myself in online learning platform". (Reflection by the PST Veerender) . Self-learning is one of the main components of online learning which was useful for the student community in COVID-19 scenarion. | Online education caters the needs of student with different learning styles in the crisis period. It improves learning effectiveness, collaborative learning forums and coaching sessions with self- paced materials. Sometimes it overcome the real classroom limitations. If students fail's to participate in face to face session since it is conducted in fixed time and location, in such situations virtual classroom events are recorded and extended to reach the students who could not attend in a specific time. It improves the interaction with instructor, peers and higher quality mentoring experiences. |

**Fig: 3 Screenshot of PST reflection on self - learning and social connection**

Based on the reflection of PST's every individual become an active participant in the learning and collaboration process (van Alten et al., 2020) which keeps the students in track for learning even during the crisis scenario.

**Table: 3 Research Question 3**

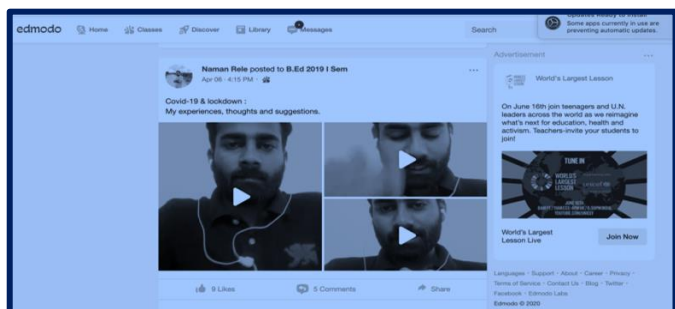
| Research Questions  | Reflections by PST's   | Findings   |
|---|--|--|
| Is the inclusion of online learning platform useful for learning? | "I can able to post video, text, photo and comments easily and interact with my friends, due to the security code and lock system". (Reflection by student Kratisha Singh). Online learning enhances active engagement of PST's and teacher uploads many materials in the platform which helps student to learn by themselves. | Inclusion of online learning platform for teaching and learning process improves the ability of the PST's to reflect as they interact with the learning materials. This process motivates and positively reinforces the learners. The cost effectiveness is maintained due to large number of free open source software's. It enhances reliability performance and security over learning process due to availability of source code and lock system. In online learning platforms materials were easily stored, accessed and distributed (pdf, photo, video, audio recording, power point presentation link). |

**Fig: 4 Screenshot of PST's reflection on use of online learning during COVID-19**

Student reflection proves that online education is more flexible that they can use whenever they need to use it (Shu & Gu, 2018). It is similar to Facebook which provides the potentials for improving student engagement in the classroom but private and safe because it allows only teacher to create and manage group. Teacher can upload materials in the library, post assignment questions and fix date for submission and give immediate feedback

**Table: 4 Research Question 4**

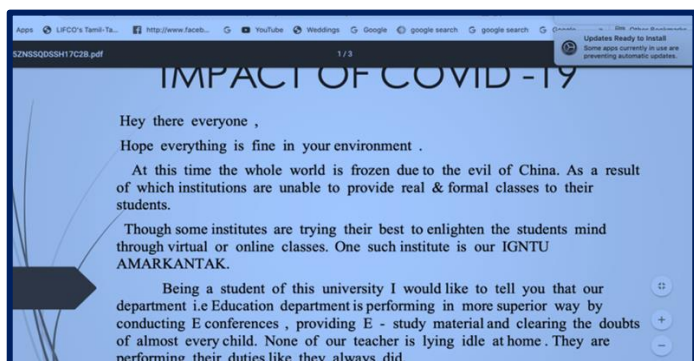
| Research Questions   | Reflections by PST's  | Findings   |
|--|---|--|
| Is technology really needed for teaching and learning process? | “On online learning platform I can able to see the face to face classroom teaching even when I miss the classes, this helps me to reflect the concepts”. (Reflection by PST Naman Reley). | Inclusion of technology in learning process makes the learner more individualized. Both learner and teacher reflect on their activities. Information was exchanged easily. Technology actively engage the learner during learning process and it acts as an assistant in performing tasks or solving problems with the assistance of teacher |

**Fig:5 Screenshot of PST reflection on importance of technology**

PST's reflection shows that technology actively engage the learner during learning process and also reflects the demand of the learners (Vanslambrouck et al., 2018). Due to technical issues, lack of device and internet facility and poor techno friendly leads to challenges to many students.

**Table: 5 Research Question 5**

| Research Questions  | Reflections by PST's   | Findings   |
|---|--|--|
| Does fully online education strengthen the teaching learning process at the time of lockdown? | “This Online learning programme provides learning rich environment with different methods like brain storming, discussion, power point presentation and video presentation all satisfied my need and I learn with maximum interest, but still there are some students who were deprived from this method, it has to be noted”. (Reflection by Anuj Singh). | Online education strengthen the aspects such as pedagogical richness, access to knowledge, social interaction, personal agency and cost effectiveness. This method provides learner satisfaction, interaction and socialization during COVID-19 crisis. Still needed some alternative method of teaching called blended learning which is the thoughtful integration of classroom face to face experience with online learning experience. |

**Fig 6: Screenshot of PST reflection on teacher's during crisis COVID-19**

This method maintains the balance between innovation and production and teaching fraternity

works with maximum effort to meet the needs of the learning community.

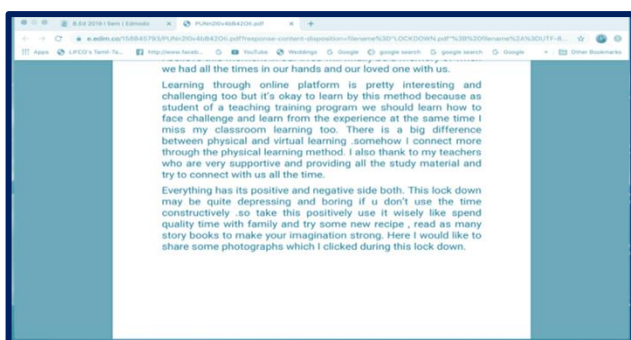
### Discussion

Qualitative research is mainly aimed at investigating the perception about online education to the PST's. The results revealed that the implementation of online education through EDMODO has improved their learning performance. This method suggest, sharing the best teaching practices and participation of each members in the group. It increased collaborative and interactive process. The result of the study is in close relation with (So & Brush, 2008) who studied student perception of learning together,

embarrassing gratification and collective existence enrich the learning atmosphere. The consequence of the study reveals that learning together discerns the need of the learners. Interview data collected through qualitative analysis revealed that learning activities in collaborative learning method provide opportunities for all the classmates to work (O'Reilly et al., 2020). The problem based task helped the students to find the relevance and meaningfulness of their learning. From the related study it is understood that active engagement of the PST's is possible in online learning.

### Educational Implication

The perspectives of PST's improved on the bases of online learning. Students are able to reflect and interact in the online learning platform. This is one of the significance of online learning where PST's are able to interact with the teacher and the peer group. Therefore the qualitative result supports the use of online education during the pandemic COVID-19. This implies that online education at any level should promote collaborative work, giving the trainees a sense of how teaching can be performed in interaction with fellow trainees and teachers and the other is acquisition of fundamental teaching skills requires cognitive effort rather than the support of well-designed online resources.



**Fig:7 Screenshot of PST's perception for online education**

### Conclusion

The study concludes that the rural and urban educational segregation has to overcome to meet the demand of the varied learning community (Silva-Laya et al., 2020). The findings suggest that the success of online education will depend on the concept of unconventional pedagogy (Jansen et al., 2019). The pedagogical concepts like

achieving learning goals, continuous assessment by student and teacher, structuring the content, meeting the theoretical and practical need of the students are all shielded the needs of the students but at the same time they are deprived from face-to-face interaction (Bergdahl et al., 2020). The PST's who underwent online classes during crisis was not totally satisfied with online learning, even teachers do meet failure to meet the demands of the students. The high performers always perform better and the under achievers always low. Even during crisis this system of education was increased and deprived section even face more inequalities. Therefore it a high time to consider an alternative method of teaching even after the crisis COVID-19 that is Blended Learning where the teachers can use the blend of traditional and latest learning using technology.

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