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Teaching and Learning in the Pandemic Era: Problems and Solutions

A Paper

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَلَقَدْ آتَيْنَا دَاوُودَ وَسُلَيْمَانَ عِلْمًا وَقَالَا الْحَمْدُ لِلَّهِ الَّذِي فَضَّلَنَا عَلَى كَثِيرٍ مِّنْ عِبَادِهِ الْمُؤْمِنِينَ

And We had certainly given to David and Solomon knowledge, and they said, "Praise [is due] to Allah, who has favored us over many of His believing servants."

Dedications

I dedicate this work to my father, may God have mercy on him, and to
my mother, may God prolong her life

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Chapter One

Introduction

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Introduction

In the past two decades, the world has witnessed successive and rapid technological and informational developments, and countries have made a lot of effort to keep pace with these developments, which will reflect positively on the improvement of public utilities. Hence, “all mining experts, economists and academics are interested in the recent rapid technological developments and their implications in The future, and this is spread by making our lives easier and more secure.” This positive employment was reflected in a general behavior that requires “digitization” of services, and the flexible transition of institutions and public utilities from traditional services to electronic services (without paperless), with less effort than usual on the one hand, as well as In order to achieve this goal, it was necessary first to consolidate the religious role of UNESCO in the international circles concerned with education, by strengthening the coordination of the global movement for education for all, and intensifying efforts aimed at providing policy advice and capacity-building in cooperation with countries Members . These transformations affected many “service” areas in the official institutions of countries in general, and the education sector in particular, as we can – with a quick look – trace how e-learning has developed in the past years, and how plans, study programs and knowledge services have been positively affected as a result of employing these technologies in The educational field, where the importance of utilizing information and communication technology is increasing in all aspects of the lives of societies. In this regard, while schools were in the past the only place

where students could benefit from information and communication technology, “Lazana has become that most education systems take advantage of the existing situation, and what is available from Learning capabilities by taking advantage of the large number of innovative ways that allow learners to use information and communication technology for the purposes of communication, learning and knowledge sharing, so the use of information and communication technology is not limited to the school environment.

Perhaps the topic of “distance learning and education” is the muscle that has been reached in this field, as the development of technology and its use in the educational field have been benefited from, so learning opportunities have become available to all, according to new methods and methods that meet the growing needs with rapid steps, noting that the success of The educational process is based on three elements that form the educational triangle, which are “the teacher, the learner, and the knowledge (information)” (Jan Houssay). After: the educational content (Subject Matter), and the dialogue (dialogue) between the teacher and the learner that would improve learning outcomes through various activities and through continuous assessment processes.

Chapter Two

Literature Review

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Literature Review

2.1. Coronavirus Pandemic and Education

The Coronavirus outbreak has a significant impact on educational activities all across the world. The coronavirus epidemic wreaked havoc on educational institutions throughout the world, forcing many schools to close (Wikipedia, 2020b). Academic pursuits, as well as professional goals, were severely disrupted. Many nations across the world shuttered schools in an attempt to control the coronavirus epidemic as part of the worldwide campaign to tackle COVID-19. The disruption caused by COVID-19 in the educational sector may last longer than expected if a more reliable solution for coronavirus is not found on time, and the spread of the disease continues. No doubts, unplanned school closures can cause severe problems for students, educators, parents and the society at large. It could negatively affect the academic interest and performance of students. If the students are not engaged productively, it could lead to idleness which might result in youth involvement in crimes, loss of interest in learning, and poor academic performance. Quentin (2014), states that school closing is very controversial, and it can have spillover effects on a large number of students in receiving schools. It can affect the quality of teaching and learning and academic achievement particularly for students with special needs or those with learning difficulties that often requires more physical attention and guidance from the teachers. Though, technology can be used to remedy some of the fallouts from school closures, but it cannot replace the important effect of

face-to-face interactions by students and teachers. Besides, many students do not have the necessary access to supportive technologies which makes it harder to maximize the potentials of learning technology during school closures. However, against all odds, mathematical model and empirical analysis of reactive closures of schools in past pandemics indicates that it reduces the total number of cases in the community by 25 percent and postpones the peak of the pandemic by a week or two, while proactive closures of school during pandemics remains one of the most beneficial interventions that can be employed to mitigate the impact of epidemic disease (Erika and Nicholas, 2020).

2.2. Effects of Coronavirus School Closures

School closures occur as a result of pandemics, catastrophes, labor strikes, disasters, or purposeful initiatives to reposition a school or reduce crime on a particular site or setting. This implies that school closures aren't just for crises or pandemics; they're also a purposeful strategy for a school to solve any recognized inadequacies. School closures, according to Erika and Nicholas (2020), can be reactive or proactive. According to Erika and Nicholas, reactive school closings occur when a coronavirus case is discovered among students, staff, or parents. While proactive school closure occurs before the disease even reaches the doors of the school. Madeline (2020) opined that school closures due to coronavirus has posed new problems like how to make the transition to online and at-home learning, and how to cater for those who rely on school for food and housing security. School closures for coronavirus tends to increase pressures on students, teachers and parents especially those with limited digital skills, education and resources for continued education. It increases the burden on parents to not only struggle to provide for the home, but also to perform the supervision task of ensuring that their

children learn from home. Unparalleled school closures increases the pressure on hospitals because they have to cater for as many health situations as possible that ordinarily could have been attended to by school health centers. Coronavirus school closures could increase student debt, extend the graduation time of students, and shatter the academic dreams of students, as well as programme schedules of educational institutions. Protracted school closures may result to increase rate of dropouts due to loss of interest and lack of resources to continue. If not well managed, school closures can also increase the rate of crimes, because prolonged school closures can lead to idleness which contributes to negative peer influences and youth involvement in crimes. Education jobs were also affected; many workers risks pay cuts or even disengagement from work during unscheduled school closures.

According to UNESCO (2020b), some of the harmful effects of school closures for coronavirus are as follows:

1. Interrupted learning: School provides essential learning and when they are closed, students are deprived of opportunities for growth and development.
2. Nutrition: Many youngsters rely on free or discounted meals provided at schools for food and healthy nutrition. This is compromised as a result of school closures for coronavirus.
3. Unequal Access to digital learning portals: lack of access to technology or good internet connectivity for continued learning during school closures.

4. Increased pressure on schools and school system that remain open; Localized school closures place burdens on schools as parents tend to redirect their children to open schools.
5. Social Isolation: Considering the fact that educational institutions are hubs for social activity and human interactions, school closures can deprive youth and children of some social communications and socializations that are essential to learning, development and creativity.

2.3. Technological Therapy for Coronavirus School Closures

The unplanned closure of schools for COVID-19 came with obvious implications on the education industry globally even though; the decision to close schools appears to be right considering the need to contain the Coronavirus pandemic. The fortuitous closure of schools worldwide revalidated the need for adoption and deployment of cutting edge technologies in education. The outbreak of COVID-19 increased the global demand for online education. Technology has the potential to facilitate education from any location including home. Thus, as the world struggles to contain COVID-19 or any future outbreaks, the use of educational technology platforms would become the new reality for educational institutions, educators and learners. Technology is integral to student-teacher connection and communication especially in moments of isolations, quarantines, and lockdowns as a result of health crises and other emergencies. Technology is an essential tool to offer educational, psychological, spiritual, and medical advice or supports to parents, educators and students during and after pandemics. Technology aid report of cases, testing and social distancing which are critical to mitigate the spread of COVID-19. In some climes, robots and drones were also used to deliver goods to reduce human interactions. Staying at home all day

could be very challenging for students especially the digital millennials who are very mobile and inquisitive in nature. Therefore, with the aid of technology, learners and educators can be productively and educationally engaged to reduce the boredoms that could push them become Covidiot during lockdowns for pandemics. Educational institutions that have inculcated the use of emerging technologies in their systems before the outbreak of COVID-19 had a comparative advantage over those who were yet to embrace technology in their operations. Teachers were required to teach remotely and students needed adjustments to the new teaching and learning techniques. The transition to online education posed a challenge to learners in countries where there were no relevant infrastructures and facilities that facilitate online education. The problem of the digital divide was also a big issue particularly for learners in rural areas. This is because students and teachers in rural areas often lack the needed facilities and expertise to implement remote teaching and learning. While many lacks the required digital skills to implement online education. Technology remains a therapy to bridge the educational gaps that often emanates from unscheduled closure of schools during pandemics.

2.4. Solutions to the problems of teaching and learning in the pandemic era:

Preventing the learning crisis from turning into a disaster that casts its shadow over an entire generation must be a top priority for global leaders and the educational community as a whole, and that is the best way not only to protect the rights of millions of students, but to stimulate economic progress, sustainable development and lasting peace as well. To date, the Global Education Alliance, which includes United Nations agencies, government organizations, private sector entities and civil

society representatives, mobilized by UNESCO, has been actively working to support national education responses to the COVID-19 pandemic. A new campaign, Save Our Future, will help expand global support for action on education at this time . In this regard, decision makers are encouraged to follow up on the following recommendations and actions:

1- Curbing the transmission of the virus and comprehensive planning for reopening schools:

- Ensuring everyone's educational safety
- Planning for an inclusive reopening
- Hearing the voices of all stakeholders
- Coordination with key actors, including health departments
- Strengthen the mobilization of domestic resources, maintain the education share as a top priority, and address deficiencies

2 - Protect education funding and coordinate for impact:

- Strengthening international coordination to tackle the debt crisis
- Focus on equity and inclusion
- Protecting official development assistance for education
- Strengthen risk management capabilities at all levels of the education system

3 – Protect education funding and coordinate for impact:

- Ensure strong leadership and coordination
- •Strengthening consultation and communication mechanisms

4 – A new conception of education and acceleration of positive change in teaching and learning methods:

- Focusing on remedial learning and preventing school dropouts, especially for marginalized groups
- Provide skills acquisition programs to increase employability
- Supporting the teaching profession and preparing teachers
- Expand the definition of the right to education to include the right to accessibility
- Removing barriers to connectivity
- Promote connectivity and flexibility across all levels and types of education and training

(Policy brief: Education during the COVID-19 pandemic and beyond / 2020)

Chapter Three

Conclusions

Chapter Three

Conclusions

The impact of the COVID-19 crisis on education has been unprecedented. It has set back the clock on achieving international education goals, and has disproportionately affected the poorest and most vulnerable. Nevertheless, the education community proved its resilience, and that laid the foundation for the sector's recovery.

But the risk of slipping into a downward spiral has not dissipated as we cycle through a cycle of negative influences of loss of learning and exclusion. However, every negative spiral arising from the effects of socio-economic conditions gives a glimpse of the corresponding positive spiral that can carry us to the future of education we want: a future in which a comprehensive change is achieved in the provision of education services, unleashing the potential of individuals, and collective self-realization, And that in all areas of life, by investing in education.

There is unlimited momentum and untapped resources that we can count on to put things right, not only in basic education services, but also in terms of basic education aspirations. It is the responsibility of governments and the international community to live up to the principles and implement reforms so that not only do children and youth regain their

promised future, but all stakeholders in the education sector find their roles in realizing that future

(Policy Brief: Education during the COVID-19 Pandemic and Beyond /Page 23)

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