Challenges for education post pandemic by COVID 19

Desafíos para la educación post pandemia por COVID 19

Challenges para educação pós-pandémica pela COVID 19

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ABSTRACT

The COVID 19 pandemic brought with it a radical change in everything that humanity has always been used to. Education is one of the most marked areas since it had to adjust to the online class model to continue teaching the population. This represents a great challenge for educational systems, guidance for teachers and directors as well as for institutions and officials is an issue that must be addressed in the midst of the post-pandemic crisis, taking into account organizational plans and the needs of students by level and field of study through the use of digital formats including varied tasks and jobs that place COVID-19 in a global and historical context where it can be considered that there is a before and after developing study plans designed in based on what was experienced as a result of the pandemic.

Palabras clave: Curriculum, Learning, Teaching, Assessment, COVID-19, Pandemic, Crisis.

RESUMEN

La pandemia por COVID 19 trajo consigo un cambio radical en todo lo que la humanidad siempre estuvo acostumbrado. La educación es uno de los ámbitos más marcados puesto que tuvo que ajustarse al modelo de clases vía on line para seguir impartiendo el aprendizaje a la población. Esto representa un gran desafío para los sistemas educativos, la orientación tanto para los docentes y directores como para las instituciones y funcionarios es un tema que se debe abordar en medio de la crisis post pandemia, tomando en consideración, los planes organizacionales y las necesidades de los estudiantes por nivel y campo de estudio a través del aprovechamiento de los formatos digitales incluyendo tareas y trabajos variados que coloquen al COVID-19 en un contexto global e histórico donde se puede considerar que existe un antes y un después elaborando planes de estudios diseñados en base a lo vivido a raíz de la pandemia.

Keywords: Currículo, Aprendizaje, Enseñanza, Evaluación, COVID-19, Pandemia, Crisis.

RESUMO

A pandemia de COVID 19 trouxe consigo uma mudança radical em tudo aquilo a que a humanidade sempre esteve habituada. A educação é uma das áreas mais marcantes desde que teve de se ajustar ao modelo de aulas em linha para continuar a ensinar a população. Isto representa um grande desafio para os sistemas educativos, orientação para professores e directores, bem como para instituições e funcionários é uma questão que deve ser abordada no meio da crise pós-pandémica, tendo em conta os planos organizacionais e as necessidades dos estudantes por nível e campo de estudo através da utilização de formatos digitais, incluindo tarefas e empregos variados que colocam a COVID-19 num contexto global e histórico onde se pode considerar que existe um antes e depois do desenvolvimento de planos de estudo concebidos com base no que foi experimentado como resultado da pandemia.

Palavras-chave: Curriculum, Aprendizagem, Ensino, Avaliação, COVID-19, Pandemia, Crise.

Introduction

The last 50 years have seen huge global growth in the provision of education at all levels. COVID-19 is the biggest challenge that educational systems have faced. Lots of governments have ordered the cessation of face-to-face institutions for most students. The students were forced to change to virtual and online education (Alanezi & Azwani, 2020).

The new mode has brought with it an institution and teachers reshuffle to manage the educational impact due to the pandemic. In this way, it has been looked to prepare education systems by considering the needs and priorities of students according to their field of study, level, and systems, among others.

It looks forward to bringing calm to the students and parents. To ensure a quality education that includes a significant percentage of the use of online classes and the tools that the digital era presents (Ali, 2017).

Considering the simple approaches to remote learning, curricula, and assessments after COVID-19; useful resources for students and teachers can be a significant help.

Following the foregoing, is clear that technological tools have been the protagonist. Education after the pandemic has been marked by the digital era, improvement in teaching processes, innovation in the classroom, experimentation, and research.

Methodology

This research is focused on the study of challenges for education post-pandemic by covid 19 to supply information to readers, specialists, and students about the impact that pandemic has had on education and the challenges that teachers and students have faced.

The review focused on texts, documents and published scientific articles available on the web. Considering that the legacy of globalisation allows access to more and better information through technological tools. The search engine has been web-based academic tools that specifically direct to archives with scientific validity and recognition, discarding any unconfirmed information or without the respective bibliographic references.

Results

Most governments are caught up with the exponential propagation of COVID-19. Institutions had little time to prepare for a remote regime.

It was necessary to get some preparation to ensure both students and teachers were educated or had access to materials to complete their ongoing studies, as well as the completion of the results and evidence of outstanding reports (Alturise, 2020).

Lots of teachers were in the process to predict the end-of-year test score to submit students' applications for further education. Depending on whether they made it before or after formal suspension of those exams, those predictions would be different, it produces anxiety for both sides (Serval & Serval, 2021).

Preparing and training the staff is another issue that the pandemic has caused. Safeguarding arrangements; division of labour between departments, mechanisms for the teacher to remain in collective contact for mutual support; short and simple updates about learning technologies. They have been subjects that were on institutional tables.

Nonetheless, many institutions had plans to make skilful use of technology in teaching, but the outbreak of COVID-19 meant the planned changes to occur in the next months had to be complemented in a few days.

Student's needs and the differences

Making allowances for the fact that COVID-19 has altered students' life in diverse

ways, depends on the level and course of study, also the stage that programs have raised. Those who reach the final phase of their education and move on to the next, such as those who made the transition from basic to higher education or higher education to employment face particular changes.

They will not be able to complete their school curriculum and assessments in a normal way. In several cases, they have been unexpectedly separated from their social group. Students making the transition to higher education later this year are unlikely to accept offers to sit their end-of-year school exams in a later session (For instance, International Baccalaureate) (World Bank, 2020).

Even those who were in the middle of their programmes were anxious until there were clear indications that their courses and assessment schemes would be reinstated after the crisis.

Many in the COVID-19 cohort of students will be concerned that they will suffer long-term disadvantages. Compared to those who studied normally, when they move on to another level of study or enter the labour market. Statements by higher institutions that they will apply the admissions criteria "sympathetically" cannot always reassure (Peña Zerpa, 2020).

Approaches to distance learning differ from primary education and higher education. The needs of programmes in the skills sectors require special attention.

Graduates of such programs will play a key role in economic recovery. Supplying the practical information that needs through distance learning is possible. Commonwealth of Learning is a guide mark to EFTP in developing countries.

Simple approaches to teaching through digital media

As institutions take steps to inform, reassure and support contact with students and parents, they must also increase their ability to teach remotely. This emergency is not the time to put in place complex institutional distance education plans that were to be implemented over months or years (Orihuela, 2020).

The witticism that "if a job is worth doing, it is worth doing badly" still holds. Teachers should work with what they know. Giving full attention to reassuring students is more important than trying to learn new pedagogy or technology as they go along.

The most important adjustment, for those used to teaching in real-time classrooms, is to take advantage of asynchronous learning. For most aspects of learning and teaching, participants do not have to communicate simultaneously.

Asynchronous work gives teachers flexibility in preparing learning materials and allows students to juggle the demands of home and study. This type of learning works best in digital formats. Teachers do not need to deliver the material on a fixed schedule, it can be posted online for on-demand access, and students can interact with it using wikis, blogs, and email to fit their schedules (Santoveña & Sonia, 2012).

Teachers can periodically check student participation and schedule online appointments for students with needs or questions. Creating an asynchronous digital classroom gives teachers and students more room to breathe.

Similarly, video lessons are often more effective, as well as easier to prepare, if they are short (5-10 minutes). Organisations that offer large enrolment online courses, such as Future Learn, have optimised approaches to remote learning that balance accessibility and efficiency (Santoveña & Sonia, 2012).

Anyone asked to teach remotely can log into a FutureLearn course in their subject area to see the use of short videos. Teachers may also wish to flag relevant online courses for their students.

Study plans

During the COVID-19 crisis, remote learning varies according to each institution. Some have prescriptive national curricula, while others give teachers wide discretion to choose the content of the programme.

The general advice is for teachers to keep two goals in mind. While it is important to continue to orient students' learning to the classroom curriculum and assessments/exams for which they were preparing, it is also vital to support students' interest in learning by assigning their varied tasks, not least by work that places the current COVID-19 crisis in a broader global and historical context (Kuklinski & Cobo, 2020).

Some schools encourage students to get involved in the crisis by preparing food baskets and supplies for vulnerable families or writing letters to elderly residents in nursing homes. Some schools encourage students to get involved in the crisis by preparing food baskets and supplies for vulnerable families or writing letters to elderly residents in nursing homes. The OpenLearn website, for example, holds over 1000 courses at both school and tertiary levels. There is no disgrace in teaching through good materials prepared by someone else (ONU, 2020).

Assessment

End-of-year exams amid the pandemic were cancelled or suspended by many examining bodies (e.g., the International Baccalaureate Organisation), with a knock-on impact worldwide. This has left millions of students, even those who do not like exams, feeling abandoned. Now, while COVID-19 is still raging, these agencies have already been tasked with resuming their operations thanks to the mass vaccination plans that have been generated since 2021. However, distance learning institutions begin the process of course construction by designing the assessments of the students who will be part of the course (Arias, Hincapié, & Paredes, 2020)

This is a way of clarifying the learning aims and content that teachers making a sudden transition to remote operation should consider adopting to focus on, as well as their aims in including other topics.

Conclusion

Despite the challenging change that came with the emergence of COVID-19, the world was left with no choice but to adapt to the rules and restrictions demanded by the organisations to implement the quarantine resulting from the pandemic.

Notwithstanding, after the vaccination plans and a few years have passed, the restrictions have eased and little by little everything has returned to normal, bringing peace of mind to the population in the face of the uncertainty experienced at the beginning of the pandemic.

One of the things that the pandemic has left its mark on is the adaptation of education to remote teaching. Plans that had been in the minds of the education authorities but which, thanks to the pandemic, had to be taken up at once to continue with the necessary teaching at all levels.

Nevertheless, one of the obstacles presented was that not all students have access to digital media, which made it slightly more difficult for low-income students to reach the material. Nevertheless, institutions, teachers, and students themselves sought flexible ways to repair the damage caused by the disruptions in learning trajectories caused by COVID-19.

Today, institutions that normally teach face-to-face in the classroom or the field are reverting to that mode of instruction with the respective biosafety standards and the incorporation of digital tools that have served as special arrangements implemented during the COVID-19 crisis, leaving a legacy.

The expansion of online learning in higher education has accelerated further and schools have been able to organise them-

selves more systematically to seek out the aspects of technology-based learning that are most useful to them.

For this reason, it can be concluded that all institutions have benefited in some way from the mechanisms they have put in place to continue their education and training missions in times of crisis and pandemic.

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