**TEACHING AND LEARNING IN POST-CORONA ERA**

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**Abstract**

**The mode of teaching and learning has been evolving in the past decades. New theories and methods kept popping up to facilitate teaching and learning. Worldwide in developed countries, 1960-80 was the era when secondary education was stressed and became comprehensive. From time to time, teachers remodel teaching from vertical traditional mode to dynamic mode. Whereas, students started to receive education not only from the school, but also from the environment such as the media.**

**Facing the constantly changing teaching and learning environment, it is necessary for both teachers and students to be open-minded. After Corona, people start to move on toward paperless education.** **Online lessons are conducted; learning videos could be recorded for educational purposes. Some beneficial effects are clear including higher efficiency and affordability for students. On the contrary, drawbacks are observed. Technology issues may hinder the continuity in learning. In addition, students are found to be less focused and** **some of them may even develop a sense of isolation.**

**The mode of education in the post-Corona era has been developing rapidly. Some advantages and disadvantages are raised. Not only the need of education should be fulfilled, maintaining the connection between teachers and students remains the most important goal.**

**Keywords:** *Post-Corona era, vertical traditional education, paperless education, online education*

**Introduction**

The coronavirus disease 2019 (COVID-19) pandemic is caused by a virus namely Severe Acute Respiratory Syndrome Coronaviruses-2 (SARS-CoV-2). This coronavirus infects humans, resulting from various clinical manifestations such as flu-like symptoms or some may experience emergency symptoms including trouble breathing, confusion and persistent chest pain (CDC, 2022). The World Health Organization (WHO) stated in order to prevent COVID-19 infection, the public could get vaccinated, maintain personal hygiene, and distance each other by at least 1 meter (WHO, 2023).

The globe has been experiencing a dramatic change in the mode of education during COVID-19 period. We have been switching from a vertical traditional education mode to paperless education. To maintain social distancing, novel digital methods have been implemented to fulfill education needs (Barnes, 2020). Face-to-face lessons changed to online lessons with virtual reality technology; assessments were submitted through online methods (Garcez *et al*., 2022).

**Research Methodology**

This study was a cross-sectional analysis on different publications on teaching and learning methods in the post-Corona era. Books, online research journals, and newspaper publications had been reviewed. The author reviewed the publications that include the keywords “education mode after COVID-19”, “teaching mode during COVID-19”, “vertical traditional education”, “online education” and “blended teaching mode”.

**Teaching and Learning Approaches**

Teaching and learning mode has changed dramatically after COVID-19 outbreak. It is noticed that even before the emergence of COVID-19, online or hybrid teaching and learning became trending as there are numerous advantages compared to traditional face-to-face teaching.

In mode of vertical traditional education, educators choose the learning content and the way to teach students (Ilie & Frăsineanu, 2019). It has been adopted many years ago, thus one of the advantages is that most of the educators are familiar with traditional education. However, the solid and rigid teaching structure may hinder students from developing creativity and the ability of self-learning.

During the COVID-19 pandemic, schools were closed and social distancing measures were adopted. Teaching and learning activities changed from face-to-face mode to online mode. Online lessons were conducted; learning videos were recorded for education purposes. Some beneficial effects are clear including higher efficiency and affordability for students. On the contrary, drawbacks are observed (Harmey & Moss, 2021).

As teachers and students lack direct interactions during school closures and lockdowns, teachers found themselves under tremendous pressure as they need to handle multiple tasks which include online teaching, developing various forms of assessment, and tracking students learning progress (Shimony *et al*., 2022). On the other hand, students were also stressed and found to be less focused. Not a few journal articles and reviews identify the learning loss or disruption during the COVID-19 pandemic (Donnelly & Patrinos, 2021) (Engzell *et al*., 2021) (Kuhfeld *et al*., 2022). In addition to the potential learning disruption, some of the students may even develop a sense of isolation.

**Activities to Facilitate the Learning Process**

As both educators and students are facing the constantly changing education environment, new guidelines and instructions should be implemented to facilitate the learning process. Some suggested activities are listed on Table 1 and Table 2.

Table 1. Activities to facilitate the teaching process

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Introduction to the online teaching system* | *Regular review of teaching progress* | *Counseling* |
| Teachers | Teachers were used to traditional face-to-face teaching mode. An introduction to the online communication software program is necessary. The introduction should include the procedure of uploading teaching notes, marking assignments and video-making if necessary. | After the implementation of the online teaching scheme, it is recommended to conduct regular reviews to collect teachers' opinions on the software. Teachers should be notified of any system updates beforehand. | Shimony *et al*. (2022) demonstrated the pressure and stress teachers experienced during COVID-19 pandemic. A study conducted by Jakubowski and Sitko-Dominik in 2021 revealed that over 50% of the interviewed teachers had experienced burnout. Counseling is necessary. |
|  |  |  |  |
| Table 2. Activities to facilitate the learning process | | | |
|  | *Introduction to the online learning system* | *Regular review of learning progress* | *Counseling* |
| Students | Students should be briefed before attending online classes. They may lose interest in learning when they face difficulties utilizing the software. | Some of the students may have a good kickstart on online learning as they found it flexible. However, students may develop a sense of isolation or a decline in academic results if online lessons last. | In 2021, Holm-Hadulla *et al*. surveyed over 2,000 university students. Over 70% of respondents feel their well-being is disastrously impaired. During and after the COVID-19 pandemic, counseling for students should be done. |

**Balance Between New Education Technology and Learning**

During the COVID-19 pandemic, remote teaching dominated. The role of educators not only includes teaching, but expands to supporting students' online assignments and tasks (Xie *et al*., 2021) (Nordmann *et al.*, 2020). The beneficial effects of online and new education technology are clear including higher efficiency and affordability for students. On the contrary, technology issues may hinder the continuity of learning.

From time to time, the education sector focuses on different aspects. Since 2019, we stressed the use of online or remote teaching and learning methods. In the post-COVID era, the globe is approaching the new “normal” routine. From the year 2022 and beyond, many schools and institutes emphasized hybrid learning mode, which integrates face-to-face classes and remote online classes in order to achieve the best learning experience (Ratten, 2023).

**Conclusions**

Teachers and students are adapting to new education modes before and during the COVID-19 pandemic. It should be clear that learning knowledge is not the only goal of education. Face-to-face classes allow students and teachers to develop a deeper connection which facilitates the learning process.

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