ELEMENTARY EDUCATION IN REAL AND VIRTUAL LIFE IN COVID-19: ANALYSIS OF PRESENT AND FUTURE LEARNING

HAIDER ALI

Department ofEducation, University of Sargodha, Sargodha, Punjab, Pakistan E-mail: haiderqazi82@gmail.com

ABSTRACT

In Pakistan, educational institutions are presently solely focused on traditional methods of instruction, that is, the typical classroom face-to-face lectures. While several teaching units have now begun mixed learning, many of them are still struggling with old practices. The unexpected breakout of COVID-19, a serious infection transmitted by the Coronavirus, shocked the whole world. The education system around the globe was threatened by this situation and compelled teachers to move to an online teaching mode at once. Accordingly, numerous initiatives have been implemented by the Department of School Education to introduce policies of social exclusion, and online instruction is accompanied by rapid curriculum transformation in the context of the Tele School Program (PTV) etc. Digital content is more comfortable, since it will offer a diverse and lively atmosphere for teaching and learning. However, the curriculum development is required to occur immediately without adequate planning due to lack of time. The information gathered was analyzed and recommendations were forwarded on the basis of the study findings to serve as an input for forthcoming plans and policies and to enhance the efficiency of teaching learning practices in similar circumstances. Hence, it is recommended that government should provide all facilities regarding virtual learning for the future and also training by conducting workshops and seminars on modern lines to make them able to utilize modern techniques.

Keywords: Coronavirus, COVID-19, Education, Online learning, School education, Technology, PTV.

INTRODUCTION

"Technology is activated by touch but it can stop us from touching others."

(Kingsley Opuwari Manuel)

Often known as COVID-19, the deadly and viral coronavirus disease has had a profound influence on the global economy. The recession has already rocked the education sector, and the education sector around the world is expected to be affected by this terror. Both institutions have been compelled to stay temporarily closed by the COVID-19 epidemic. Several regions around the world have been affected and there are concerns of losses in the future in the current year or more. Different schools, colleges, and universities avoided educating about persons. According to a research report, returning to normal teaching at any point is unclear. This would have a detrimental influence on learning opportunities as social distance is at the core of this process. Educational institutions are attempting to find strategies to deal with this difficult circumstance. Such factors help us aware that climate change is an immediate necessity for educational institutions (Rieley, 2020). This is a scenario that needs character and harmony. Our teachers, scholars, teaching workers, families, communities, and the country as a whole have an immediate need to be preserved and maintained.

Many challenges are related to E-learning. Any of the problems pertaining to online teaching are usability, usability, learning philosophy, lifelong learning, and regulation. Online learning can be readily available and can enter rural and remote areas, it is said. In terms of low transport rates, housing, and the overall cost of institutional-based education, it is considered the cheapest form of education. Flexibility is another fascinating thing to experience online; online, the student may plan or schedule their graduation day. Combining face-to-face presentations and technologies offers an outlet for collaborative learning for interrogated classes; the learning ability of students can be enhanced by this form of learning environment. At any time and everywhere, students will study, while gaining new skills in a step that leads to lifelong learning. In this developed world, the government also recognizes the growing importance of online learning. Qualitative analysis design was used and interviews were used to gather the results. A inference was reached on the basis of data collection.

RATIONALE OF THE STUDY

The coronavirus epidemic, which began in Wuhan, China in December 2019 as pneumonia for an unexplained reason, is now spreading rapidly from Wuhan to other countries. The World Health Organization (WHO) announced COVID-19 to be an outbreak on March 11, 2020. In Pakistan, on February 26, 2020, the primary case of COVID-19 was recorded from Karachi. To illuminate the corona epidemic inside the country, this brief interview was intended.

The decision to postpone or suspend the curriculum is not taken lightly as in many countries; mainly determine the selection of the future subject. It absolutely was a difficult decision as there are such a large amount of options to decide on from, perhaps not the proper solution but our key strategy was to involve as many participants as possible, including students, parents, and teachers. Precautionary measures are taken at the varsity premises, including masks. Parents and students are concerned. To adapt, government is reviewing the curriculum and specializing in beneficial assessment. Impartiality troubles are a serious concern in Pakistan with many regions without electricity and internet access. There are several research options, starting from extending the year, using online tests or curriculum summaries. All decisions are made within the context of uncertainty, supported variety of things, from serious health and safety concerns to making sure equity and civil right in trials and tests. Therefore, it is important to assess the impact of real and virtual reality in elementary schools.

STATEMENT OF THE PROBLEM

The researcher intended to explore Elementary Education in Real and Virtual Life in COVID-19: Analysis of Present and Future Learning.

OBJECTIVES OF THE STUDY

The aims of the research were:
1. Explore the real-life effects of COVID-19.
2. Discover the positives and drawbacks of elementary school schooling with COVID-19.
3. Discuss the influence of COVID-19 on elementary school with respect to its benefits.
4. Study of the effects on elementary school education (SED) of COVID-19.
5. Give the suitable measures regarding COVID-19 on elementary SED.

SIGNIFICANCE OF THE STUDY

The study was significant as it may be helpful for elementary school teachers to know and apply the better understanding of I.T in their schools. For teachers, changing their teaching practices can be beneficial. It may also be helpful for the education policy makers to devise good technologies practices at elementary level. In intentionally within the community to change and new ideas, presented discussion, and most available to serve the current success and research-based approach to students, it was reacted to form.

LITERATURE REVIEW

The role of virtual learning throughout the COVID-19 pandemic

Things have begun to look totally different; however, within the wake of the present, novel coronavirus COVID-19 pandemic, since the complete world is below imprisonment. It is the time of the year once educational and teaching activities are fully swing in most elements of the globe. The present pandemic state of affairs has made-up the means for a ground take a look at of virtual learning as a distinguished tool of learning within the current times and for the future.

Schools, colleges, universities, corporate, and even world bodies and many-sided organizations just like the UNO, WHO, and G-20 have had to modify to the lesser-used virtual mode of learning and communications. These circumstances stand as a contributing take a look at for firms providing virtual learning platforms and services such as zoom, sheet, Desire2Learn, Cisco, and Microsoft.

Distance learning

Since the present state of affairs has forced the usage of virtual learning uniformly, it is currently the correct time to live the students' expertise with virtual categories. The education sector ought to use the chance to grasp the present loopholes and manage the addition of virtual learning in their existing learning system. Beyond any doubt, the present pandemic has diode to the testing of a spread of online systems on a large scale, together with education.

DURING COVID-19, THE EFFECTIVENESS OF LEARNING THEORIES

Theory of self-determination

Self-determination theory explains the mandatory context during which we have a tendency to square measure most driven to be told. In keeping with this theory, motivation for learning happen once three basic human wants square measure met. These want square measure connectedness, autonomy, and competency.

Maximize your learning

Research is a very specific alternative subject such as competence-based education, strategies for engaging online learners, or project-based learning to expand incentive for learning during COVID-19, all of which will create your toolbox for teaching during a deadly epidemic. If you have virtual meeting overload, use Zoom, Face Time, WebEx, Google Hangouts, or the old school mobile phone, or even email to connect with fellow students and to interact in virtual professions.

COVID-19 COULD TRANSFORM HOW WE TEACH FUTURE GENERATIONS IN FOUR WAYS

The COVID-19 crisis could alter our environment and our foreign perspective; Pak would also teach it. Regarding, however, education has

to modification to be ready to higher prepare our young learners for what the long run may hold. Those lessons include:

In an integrated society, informing people

COVID-19 may be a pandemic that indicates that we prefer to square measure, but internationally interconnected; there is no such element as isolated problems and behavior. In the coming decades, triple-crown citizens must be compelled to be able to recognize this relationship to control their variations and incorporate a globally cooperative way, and navigate through boundaries.

Redefining teachers' role

The notion of a teacher because the knowledge-holder agency of the United Nations imparts knowledge to its students is no longer appropriate for the purpose of education in the 21st century. With students possessing the opportunity to access data and even gain a technological skill, we would have to be pressured to redefine the position of educators or inside the schoolroom and lecture theatre by a variety of clicks on their phones, tablets, and computers. This may mean that it would be important to force the position of scholars to shift toward promoting the creation of young people as contributing members of society.

Life skills teaching required for the future

Children need agility and versatility skills during this evolving international world, which square measure proves to be necessary for efficient navigation during this pandemic.

Unlocking technologies for instructional delivery

The COVID-19 pandemic has contributed to the sudden exploitation and use of open hi-tech technologies by educational institutions across the globe to create material for elementary school students for remote learning. Such square tests modern forms of teaching that have historically been largely untapped in grammar SED.

AFTER COVID-19, TEACHING AND LEARNING (THREE PREDICTIONS POST-PANDEMIC)

Prediction No. 1: Mixed learning will increase significantly

All of our teachers and students' distance teaching and learning efforts are distinguished from conventional online education. After our teachers and students return to their actual classes, the biggest possible benefits of virtual education will come. When these approaches are related to human training, the need for teaching and learning with asynchronous (Canvas, Blackboard, D2L) and synchronous (Zoom) platforms would have substantial benefits. We come back from COVID-19 with a much wider view that interactive platforms are a supplement to the proximity and closeness of face-to-face learning, rather than centers.

Prediction No. 2: Online schooling at any university would be a strategic priority

With pre-COVID-19 online schooling, few colleges and universities were truly doing little. After COVID-19, all of that will change. Internet curriculum will be acknowledged as being at the center of the systemic resilience and academic stability strategy for each kindergarten. The way schools prepare, administer, and fund online schooling will be changed by this post-pandemic awareness. E-Learning administration can be built with current systems and procedures for academic leadership.

Prediction No. 3: Current and future relationships can be rethought with (Online Program Management)
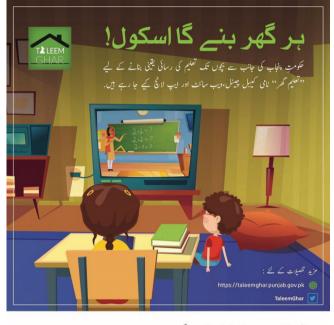
We have heard a lot from COVID-19 that the main competencies of all higher education institutions are teaching and learning. With the hiring of instructional planners and the reorganization of campus curriculum organizations into integrated units, schools that have invested in their learning management tools have handled the transition to school reasonably successfully. Distance education and learning requiring COVID-19. This does not mean that these schools will cease in the future.

THE BEST COUNTRIES WITH E-LEARNING HAVE ALREADY BECOME AN IMPORTANT SECTOR

1. United States
2. India
3. China
4. South Korea
5. United Kingdom

STEPS TAKEN BY DEVELOPING COUNTRIES LIKE PAKISTAN DURING COVID-19

Pakistan, a new way of learning

In these turbulent times, the government's Tele SED TV is helping compensate for the learning crisis. It might be far from ideal, but because of COVID-19, it is tele School work-in-progress, in the face of school closures. The country has an opportunity to revisit the content of its failing education system and how children's television media will help fill the void, with the Pakistani curriculum already beaming into millions of homes worldwide.

The formal repository of digitized textbooks is the eLearn app. With video lectures, diagrams, animations, models, and immersive assessments, every book has been augmented. Through this website, you can navigate 30 Grade 1–12 Science and Maths textbooks that have been upgraded with 13,047 video tutorials, 592 simulations, 2100 min of audio, and 1830 animations. In partnership with the Punjab Curriculum and Textbook Board and powered by the Punjab Information Technology Board (PITB), eLearn is a project of the SED Department (SED) (PITB).

ACHIEVEMENTS

- PCTB grade 6–10 textbooks have been digitized and enriched with thousands of interactive multimedia components
- Content-based video lectures were recorded with assistance from experienced tutors in local languages
- Technological solutions adapted to field rooms have been developed so that multimedia content can be used in the classroom.
- Detailed lesson plans have been developed, including relevant multimedia components, formative assessment modules, and classroom activity lists for certain classes.

- Free online content is available on the Punjab e-Learn website, and offline content has also been developed for parents and students.

METHODOLOGY

E-learning is a widely used tool and more and more people are adopting it and if we want to research it in Pakistan, we need qualitative data to verify its authenticity and because we want to know the behavior of people about it and know their differences in the education sector.

The nature of the study was qualitative research design. Qualitative tool through focused interviews were conducted to analysis of real and virtual life in Elementary SED.There were 10 elementary schools in Tehsil Shahpur. The population of the study comprised of teachers of all the 10 elementary schools in tehsil Shahpur. All the teachers (8th class) of 10 elementary schools were selected randomly as sample of the study.

DATA ANALYSIS

Data were collected through focused interview on phone calls due to COVID-19. The conclusion was based on the data obtained. Primary data were collected from the elementary school teachers. The secondary data were collected from books, articles, and related literature.

FINDINGS AND CONCLUSION

There were 15 statements were included to measure teachers perceptions about real and virtual life. Through interview, majority of elementary teachers told that COVID-19 affected our educational and real life. More than teachers were in favor of virtual classes in elementary schools during COVID-19. Mostly, teachers said that before COVID-19, we were taking technology as an entertainment. All teachers said that it is impossible to arrange virtual classes at elementary levels. A large no of teachers said that they had no proper internet facilities. Some teachers said that they had awareness of internet. All teachers were agreeing that government must sport and provide I.T laboratories and training programs in such epidemic conditions. The majority of teachers said that the students take no interest in virtual learning. A large number of teachers said that virtual learning is a time saving activity. Less than teachers said that through virtual learning, we cannot achieve our learning objectives. The majority of teachers said that virtual learning is costly than real learning. A large number of teachers replied that virtual system is not suitable for 11–13 year age of students. A majority of teachers said that our students have no knowledge about internet.

Hence, the evidences allow the researcher to conclude that virtual learning is impossible at elementary school of tehsil Shahpur district Sargodha because this is rural area and mostly the schools are in far-furlong area, they do not have sufficient facilities, that is, I.T laboratories, I.T teachers lack of internet connectivity, improper environment, and the most important issue is that at elementary level, the students are approximately 11–13 years of age and they do not have sufficient knowledge about virtual devices. They use mobiles phones only for games such as Temple Run cartoons such as Moto Patloo. Hence, it is very difficult to launch the virtual programs in real life at this stage. Although this is bitter reality that we were using multimedia only for just entertainment since 2019, now, we have come to know its usefulness. It is also necessary to note that this may not compensate for the need for procedural and experiential instruction, but can supplement current frameworks for virtual simulation.

DISCUSSION AND SIGNS

The pandemic of COVID-19 has changed the way many persons access and provide schooling. We will make much-needed innovations and adjustments to discover new COVID-19 solutions. Teachers have been familiar with conventional ways of teaching and are thus unable to consider any improvement. Yet, we have no choice but to respond to the dynamic situation and to welcome transition during the crisis. The

education sector will benefit from it and introduce more unexpected developments. We should not, in particular, overlook or forget that many students come from rural places where they do not have access to all online technology. These students are less competitive and come from lower-tech homes with fewer financial means; thus, when running the courses online, they may drop out. Due to the high cost of portable computers and internet service plans, they may lose out. Such a digital divide will deepen disparity disparities.

We have all been told by this pandemic that everything is predictable and that we must be prepared for threats. While this epidemic did not give us much time to prepare, we should benefit from this: It is important to plan. If plan A fails, we should have a backup plan ready. We need to plan everything. Only if we prepare situations, will this be achieved. It is important to prioritize and prepare accordingly for both crucial and complicated circumstances that can occur. We have all learnt from this pandemic that students require some abilities, such as problem solving, critical reasoning, and, most notably, the capacity to adapt and overcome the crisis. To ensure the existence and prioritization of these abilities within their students, educational institutions need to develop the versatility of their programs.

Disasters will continue to arise and it is possible that technologies will help us cope. We are in a world where, in unstable contexts, many people, families, and populations can survive. The desire of the department of SED to step up to contribute and provide them with opportunity will never be greater than the need. In this regard, the only way to produce a star is to learn to communicate and collaborate across organizations, as well as across time and space. The only way to accomplish this is to focus on software to create the conditions that allow folks to collaborate.

We require a high level of understanding such that we can respond rapidly to environmental changes and adapt to diverse methods of distribution, such as online learning in pandemic scenarios like COVID-19. To contend with threats pandemics and natural calamities, for example, organizations should prepare contingency plans. In such terrifying times, where the lives of so many people are in danger, it is important to make teaching and learning exciting, to install devices that boost the internet connectivity, to provide the internet at elementary school levels, particularly in rural areas, to prepare teachers and students for the future learning, and also to raise awareness of society. It would also decrease levels of tension, apprehension, and anxiety. It is highly necessary to provide the pedagogical and technological competence of online teachers. For the success of online learning and the readiness of individuals for any disaster situation, good quality control systems and continuous development are important.

In educational institutions, such programs should be built to ensure that no student profits from education regardless of geographic location, social status, race, etc. To that purpose, teachers and students should be provided with proper preparation and support skills, and government assistance is also required. Online ways aid in teaching and developing learning-teaching programs, but there is an instant need to recognize the benefits and drawbacks of technology and harness its capabilities. Disasters and pandemics, such as COVID-19, will create a great deal of confusion and panic, so in the middle of this crisis, a comprehensive analysis of technologies and due diligence is needed to balance these worries and tensions.

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