

Schools after COVID-19 from Teaching Culture to Learning Culture

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Abstract: -

Even before the pandemic education was undergoing a transformation. Before COVID-19 disrupted our lives and forced our kids to open their laptops and learn from home, the first day of school was a rite of passage-the start of life-determining journey that has broadly followed the same shape and rhythm for generations.

For kindergarten to year XII, classrooms are run by teachers who deliver lessons that start and end with a bell. They set tests, watch over examinations, and post grades that might delight, disappoint or even surprise parents.

This one-size-fits-all approach to education has been in place for a couple of hundred years. Now, however, it is undergoing unprecedented change and not just because of covid.

- The response to corona virus has demonstrated how technology can help transform how we teach and learn. But the push for change started long before the pandemic struck, and it will go on long after the threat subsides. For years, policy methods have been exploring new transformative approaches to K-12 education that go far beyond just online lessons at home.

Children who start school from now on will grow up to be workers and leaders in a digital-first world that will demand new skills and new ways of thinking. Academic support they can get via rich and flexible learning experiences that will differ vastly from the school days of their parents.

In short, education's age-old three Rs-Reading, Writing and Arithmetic are being joined by a fourth R: Rethink.

New data-based technologies are opening up ways to transform practices, structures, and even cultures in schools.

INTRODUCTION:

COVID-19 pandemic has led to secure disruptions in normal life including closure of schools extended school closures because of loss of learning. To mitigate the impact of pandemic, schools will not only have to remodel or reimagine the way teaching and learning have happened so far but will also need to introduce a suitable method of delivering quality education through a healthy mix of schooling at home and schooling at school.

CONCEPT OF DIGITAL EDUCATION:

Digital education is an evolving area which is primarily concerned with the teaching learning process using digital medium. This has evolved from activities such as sharing of text resources and student submitting assignments online and to availability of various types of content such as audio, video and multimedia resources.

The response to corona virus has demonstrated how technology can help transform how we teach and learn. But the push for change started long before the pandemic struck, and it will go on long after the threat subsides. For years, policy methods have been exploring new transformative approaches to K-12 education that go far beyond just online lessons at home. Children who start school from now on will grow up to be workers and leaders in a digital-first world that will demand new skills and new ways of thinking.

To succeed in life and work they will need all the social, emotional and academic support they can get via rich and flexible learning experiences. Technology has changed many aspects of our society over many years, but school structures have largely stayed the same.

Now we have solutions that have the potential to transform and improve the system so students can achieve more and develop valuable skills with better outcome. We need a systematic shift in which education will move away from **“a teaching culture to a learning culture”**. Schools, colleges, and universities around the world were closed when covid19 struck but lessons did not stop when innovative educators turned to remote learning technologies.

Through the crisis millions of students across Asia and the Pacific have been learning and studying using new collaborative digital tools and resources on a massive scale. They have been physically apart but virtually together.

“Modern learning cannot be confined to the classroom and it is more important than ever to empower our teachers to continuously guide and nurture student during these difficult times” says the principal Kenneth Cheng.

Real-time data, innovations like artificial intelligence (AI), and a range of new devices and tools, will help transform the roles and relationships of students, teachers, and parents.

Students will be empowered to learn for themselves in flexible, often collaborative ways, both inside and outside classrooms at their own pace. They will be able to follow their own interests and be challenged where appropriate. “The real learning is that learning can be hard,” Tierney adds.

Teachers will have access to individualized real-time data on how well each of their students is progressing – scholastically and emotionally – so they can devise new challenges and offer appropriate support for each child to move ahead.

Parents will be better connected to, and involved with, their child’s education with certainty, detail, and confidence. The classroom as we have known it for centuries will also be reimagined. Anthony Salcito, Vice-President of Education at Microsoft, predicts technology will see schools morphing into “learning hubs.”

“Over the past few decades, the focus has been heavily weighted on the classroom experience. I think we will see a shift where schools will create a foundation of inclusive, flexible, data-driven buildings and spaces that will enable students to learn beyond those walls.”

BEYOND CLASSROOM WALLS:

“Now we can rethink that model. It can be multiple teachers with multiple kids. They can be places where kids can move around more flexibly. They don’t have to do the same thing at the same time in the same way. Schools have been exploring this for some time – technology changes the success rate.”

Nonetheless, a school is a safe place for children to learn social skills while their parents are at work.

“That won’t change. But with data-based technologies, educators will also be able to create flexible learning spaces and continuous on-learning environments, which will spread across the home, schools, and communities.”

PEOPLE-DRIVEN LEARNING

Perhaps technology’s most direct impact will be the emergence of “personalized learning” where each student enjoys focused individual attention from teachers who will access real-time data on their progress and problems.

SOCIAL AND EMOTIONAL WELL BEING

Personalized learning is a holistic approach that must do more than only focus on academic progress. “It will also help teachers stay on top of, and adjust to, factors that affect social and emotional well-being. Teachers will be able to ensure students feel inspired, safe, valued, and able to learn in ways previously not possible.”

Personalized learning and real-time data could also see an end to the current cycle of lessons and tests.

“Whereas if we are measuring all the time in real time, we know exactly where every child is because each will be on a continuum at any point in time. So, they will still be graded, but based on real-time assessment that looks at a much deeper range of intelligences.”

To make all this work, the profession of teaching must transform.

TEACHERS LEARNING ALONGSIDE STUDENTS

“There are teachers who teach in the traditional way. And there are great teachers who are also model learners. They learn with the kids. They don’t feel like they have to know everything, but they have to show what great learning looks like,” he says.

“Overall, it means inspiring students onto a path of lifelong self-learning. And that can include learning about new technology, which they can learn with the kids. If they can explore new ways of doing things, they can all grow together.”

Instead, teachers of the future “may need to spend less time designing the content component (of their subjects) and more time around the learning experience so that kids can find and create their own meaning around that content.

A teacher should be an expert in learning and demonstrate the habits of mind that require great learning. They should be a model on these things for their students.”

The ability of teachers to keep adapting and innovating will be crucial, according to Salcito.

“What we want educators to do is not be bound by the structure of a 40-minute lecture, classroom dynamic, or assessment that’s connected to a curriculum, but recognize their goal and mission to expand upon every student’s potential.

“The best innovation that inspires most young people is the teacher.”