Use of Online Tools and Resources: Changing Teachers' Perception During Covid-19

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Abstract:

Till 2020, most of the Indian classrooms followed physical, face-to-face interaction using Chalk and talk but all that went in for a toss with the advent of Covid-19. Online learning options became vital and more apparent as the pandemic progressed, requiring educators to develop and adopt digital tools that would be useful for subsequent semesters in the new teaching environment. Teachers were needed to develop new skills and techniques when using e-learning since it introduced both educators and learners to a completely different learning environment (Romiszowski, 2004). The web, or specifically the Web 2.0 tools provided more interactive and dynamic facilities, enabling users to interact and cooperate more efficiently, fostering continuation of academic discourse despite the COVID-19 pandemic. The amount of information available moreover, required teachers to be able to think critically and conduct teaching and research accordingly. (New Media Consortium, 2007). This change on teaching-learning environment required research into teachers' perspective and response to the changed circumstances of pedagogical interaction. The research was accomplished by circulating a questionnaire to and conducting interviews of teachers of selected State Universities and colleges of Gujarat where B.A. English course is taught. This paper presents the results of the comparative analysis of teachers' awareness of online learning modes, tools, and software before the pandemic and the shift in their views and practices during the COVID-19 pandemic.

Keywords: *E-learning, COVID-19 Pandemic, online teaching-learning*

1. Introduction

Saba Inc. was one of the first of several e-learning businesses established in the 1990s, and the principles of e-learning were created by Nonaka and Takeuchi (1995). The e-learning revolution is made possible by the Internet platform and apps. E-learning is the use of Internet technology to boost knowledge and performance. The method of pursuing education while utilising technology and digital resources is known as "digital education" (Amiel, T., & Reeves, 2008). With the help of e-learning technology, learners can customise their experiences to match their own learning goals by having control over the content, learning process, pace of learning, time, and frequently media. to control the availability of e-learning resources, agreement on technical standardisation, and procedures for peer evaluation of these materials. Such Web vision is supported by a number of apps, including blogs, wikis, and online social networks. In March 2020, the Indian government issued a nationwide order for lockdown, which resulted in the complete closure of all institutions and universities in India. In India, a big number of schools and universities have quickly adopted digital online learning platforms despite little forewarning and little past experience. Covid-19's online instruction and learning methodology has taken the role of the conventional Chalk and Talk (in-person learning) model (Bao, 2020; Dilucca et al. 2020; wang et al., 2020. This study compares teachers' knowledge of online learning tools,

software, and modes before the pandemic with how their attitudes and behaviours changed during the COVID-19 pandemic.

2. Objectives
1. To analyze online learning modes, tools, and software before the pandemic
2. To analyze the shift in the teachers' views and practices during the COVID-19 pandemic.
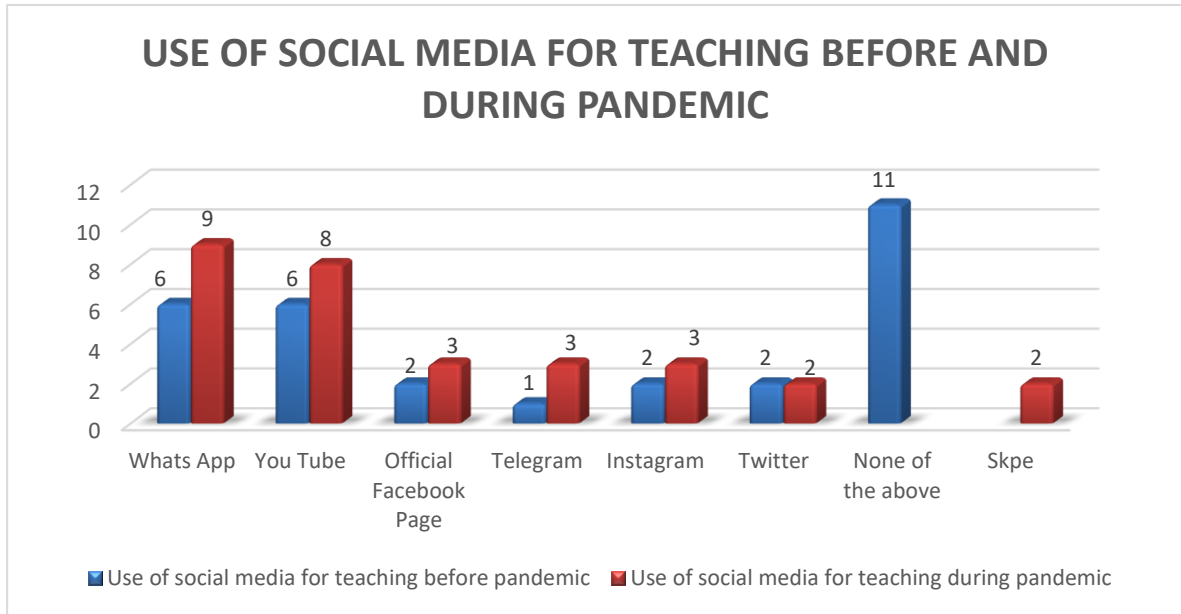
3. Research Methodology
The teaching and learning strategies used by various universities in Gujarat during the COVID-19 pandemic are currently being evaluated by researchers. The researcher used the quantitative approach to find the solutions to the research objective. A self-administered questionnaire was used to collect the information through Google Forms submitted by an online response to Google Drive. Thirty B.A. English teachers were chosen from various colleges of Gujarat University in Ahmedabad and Maharaja Sayajirao University in Baroda. The findings of a comparative analysis of teachers' knowledge of online learning modes, tools, and software before the pandemic and the changes in their attitudes and behaviours during the COVID-19 pandemic are presented in this paper. The following are responses and perspectives provided by a total of thirty faculties from various colleges regarding their knowledge of online learning modes, resources, and software prior to the pandemic and changes in their beliefs and behaviours as a result of the COVID-19 pandemic.

4. Use of interactive media platforms for teaching before and during the pandemic
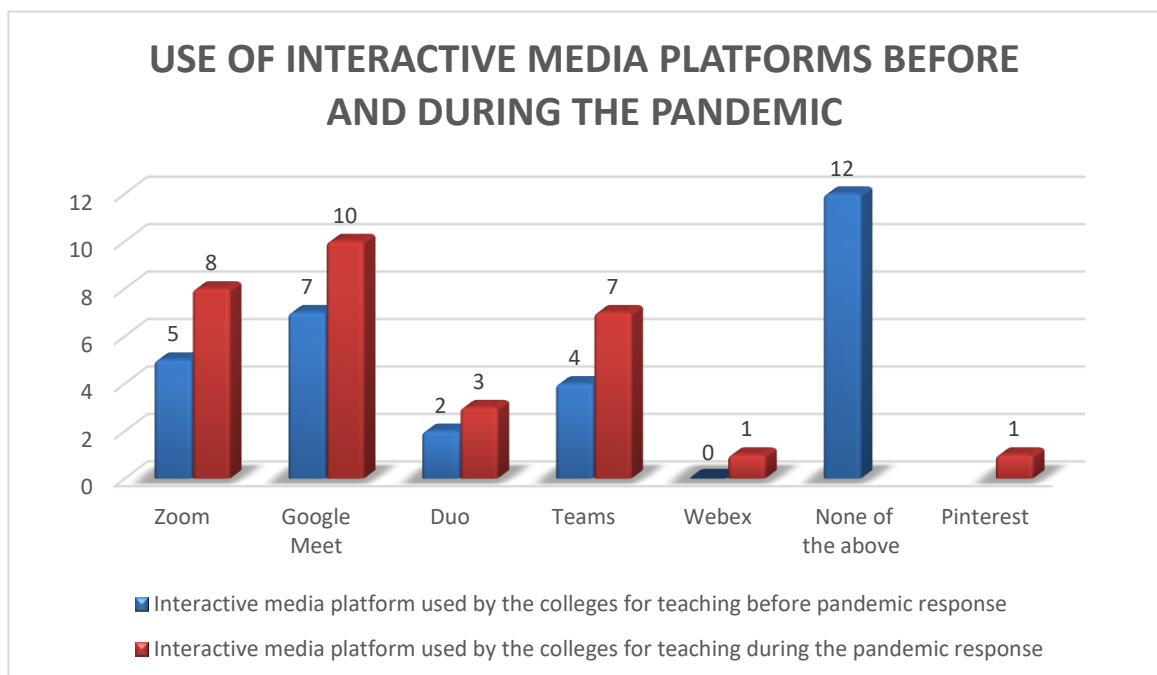

The chart above shows the engaging teaching methods employed by the universities' English departments. The data shows that prior to the pandemic, very little media software was used. The use of media platforms like Zoom, Google Meet and Microsoft Teams boomed during the Covid-19 Pandemic. Moreover, twelve out of thirty faculty did not use any of the media platforms for teaching before pandemic.

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5. Use of social media platforms for teaching before and during the pandemic


The above data states that use of WhatsApp, Skype and YouTube increased during the pandemic whereas there wasn't a significant increase in the use of Facebook, Telegram and Twitter. Moreover, eleven faculty used none of the above social media platforms before the pandemic.
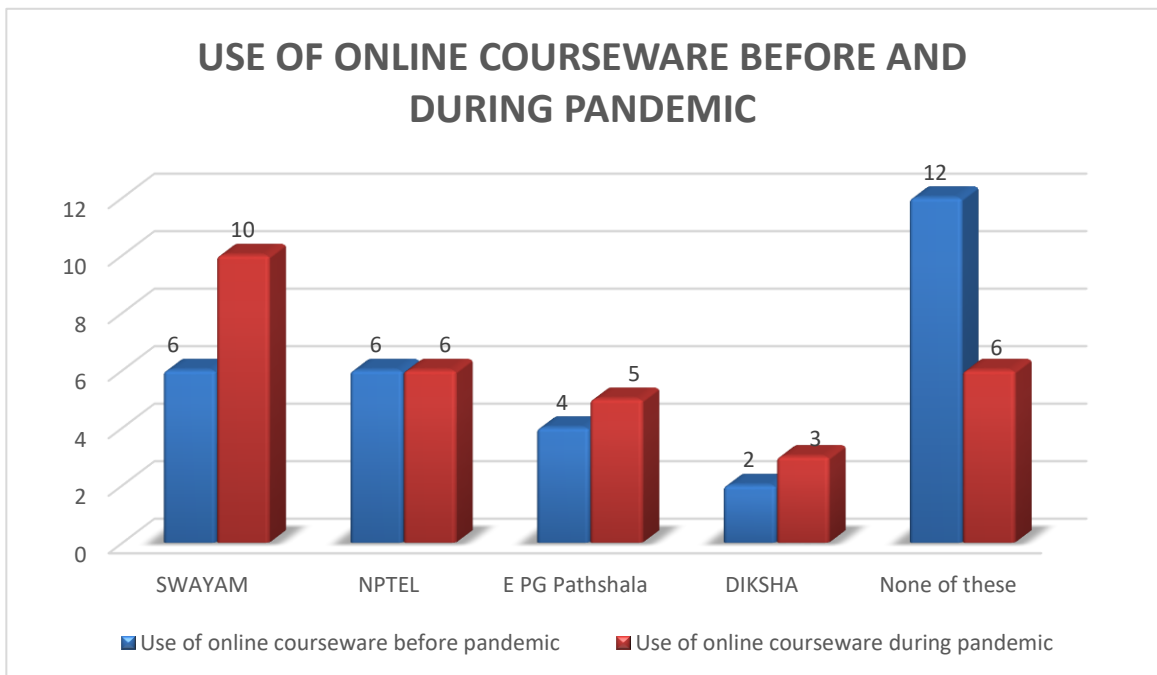
6. Use of online courseware for teaching before and during the pandemic
Before the pandemic there was lesser use of online courseware but with the onset of the pandemic, SWAYAM and E Pg Pathshala were used extensively.

7. Use of online platform to share data/ files before and during pandemic

USE OF ONLINE PLATFORM TO SHARE DATA RESPONSES BEFORE AND DURING PANDEMIC
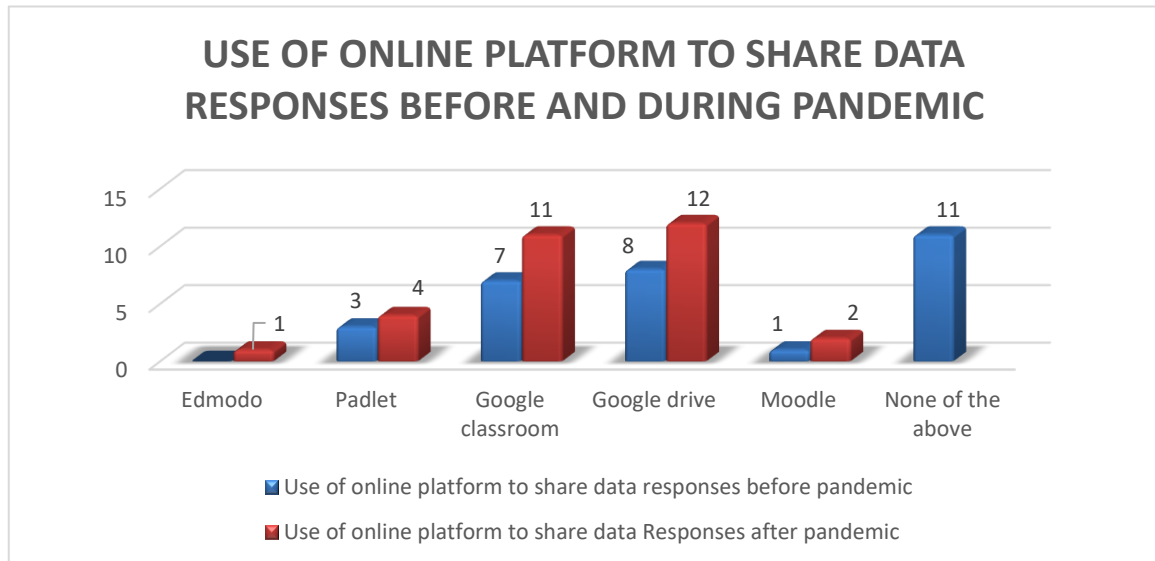
8. Software used before and during pandemic in day-to-day teaching learning experiences

In the above chart, we can see the rigorous use of Google Classroom and Google Drive to share files during the pandemic. Padlet and Moodle was used before the pandemic as well, but the pandemic increased its use.

9. Conclusion

Not only has information technology profoundly altered our lives, but also the course of the entire planet. Numerous industries have used it, including hospitality, services, and education. According to the responses, less people used interactive media like Zoom, Google Classroom, and Google Meet before the pandemic. Instead, instruction took conducted in a classroom with both students and staff present. Before the pandemic, social media was mostly utilised for interacting with others. The majority of lessons were given before the epidemic utilising a blackboard, a PowerPoint presentation, and YouTube videos that the students could view. Due to the closing of schools, colleges, and universities, online courses and homework have replaced traditional classroom instruction for students. Information and communication technologies, as well as digital tools, have had a long-lasting impact on many facets of life, such as employment, access to services, and education (Sharma & Sengupta, 2020). During the pandemic, teachers started using online platforms for group discussions, note-sharing, asking questions, and overall academic discourse. Online programmes like SWAYAM, NTPL, and E PG Pathshala weren't used prior to the pandemic but saw significant usage during the pandemic. Google meet, WhatsApp calls and slide sharing on Zoom were used extensively at the time of COVID-19.

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