COVID 19: The Constraints and Enabler in Changing the Teaching, Learning and Assessments Landscape in higher institutions of learning

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Abstract

Covid-19 has interrupted every facet of life, especially education. The persistent need to develop and carry out a different instructive and evaluation systems to in-class teaching and learning brought about web based teaching. The rising question is "how ready are lecturers and students to change and adapt to the new system (online) of teaching, learning and assessment landscape"? The study adopted a content analysis method for data collection from existing literature to validate evidence how covid-19 affects teaching, learning and assessment system in higher institutions of learning. the paper concluded that online learning and teaching have become no choice alternative for teachers and students despite the challenges posed. Both teachers and students have to adapt to various online platforms that are available in order to keep education system moving. The paper recommended among other thigs, that universities across the globe should come-up with strategies to design academic curriculum for post Covid-19; universities should approach government for financial in order to strengthen their information communication technology (ICT) structure; training in the use of information technology (IT) should be encourage among academic staff and students.

Keywords: Covid-19, education, Online learning and teaching, Higher institutions of learning, Information communication technology (ICT).

INTRODUCTION

Covid-19 has interrupted every facet of life (Adanlawo, 2021), especially education. The persistent need to develop and carry out a different instructive and evaluation systems to in-class teaching and learning brought about web based teaching. Teaching and learning has moved virtual in many institutions of higher learning around the globe (Pravat, 2020). However, Coronavirus presents an essential alternative for instructors to basically analyse and suitably adjust and take on the method for conveying scholarly sittings. Online tools as alternative means to teaching and learning have performed a critical role during this Covid-19 period, they have enabled higher institutions of learning in facilitating teaching and learning of students. Though, most students find it tough to adjust, whereby, the students with an evolution mentality speedily acclimatize to the environment they find themselves. In fact, the pandemic has paved the way for online teaching, learning and assessment.

Though, Covid-19 is challenging educational systems in exceptional ways, it affects both the teachers and learners in delivering and acquiring good teaching. According to Hall et al. (2020), the pandemic has had a significant impact on educational system. Due to Coronavirus, Dick et al. (2020) mentioned that consultations between lecturers and students have reduced drastically, together with a near-complete shutdown of contact classroom teachings. The interruption brought about by COVID-19 has sped up many changes in higher institutions. With the quick move to on the web and distance learning

models, the importance of alternative methods of work-integrated learning (WIL) has been realised. Lately, the Covid-19 pandemic has delivered an unexpected and huge driver for fast change and reception of imaginative internet based practices.

Likewise, Institutions of learning has additionally experienced fast change and transformation towards distance learning practices as a result of the Covid-19 crisis. Lecturers have hurriedly moved to wholly online and distance learning. Nevertheless, Covid-19 has created new tactics to the way universities engage in the teaching and of students, stimulating a series of supported learning and assessment practices. As posited by Dean and Campbell (2020), Coronavirus made ready for learning foundations, most particularly in emerging nations, to impulsively submerge their students in an outrageous learning condition. It is obvious that Corona virus has exposed evolving susceptibilities in education systems. It is presently evident that society needs adaptable and robust schooling frameworks as we live in a capricious life. As rightly stated by Koumpouras and Helfgott (2020), COVID-19 has forced universities to embrace online classes. To the authors, the technology has been reliable and accessible for utmost class needs. The rising question is "how ready are lecturers and students to change and adapt to the new system (online) of teaching, learning and assessment landscape"? The study adopted a content analysis method for data collection from existing literature to validate evidence how covid-19 affects teaching, learning and assessment is affected by covid-19 in higher institutions of learning. This paper is divided into the following themes: online teaching and learning during Covid-19 pandemic; online teaching and academic staff; online teaching and students, Implications of Covid-19 on teaching, learning and assessment; conclusion and recommendations.

Online teaching and learning during Covid-19 pandemic

Online learning is described as the process by which various technology tools (such as computers and phones) with internet access can be used to produce teaching, learning and assessment. Online learning platforms are numerous, UNESCO (2020) identified the use of Moodle, Microsoft teams, Wechat group

platforms, Blackboard, TronClass, Google classroom, Canvas, Zoom and Google meet as some of these platforms. Through online learning, knowledge Imparting and acquiring of skills can be imparted to students and academics. In order to improve both academics and students' competence to keenly partake in online learning, Ouma (2021) advices that academic staff and students must be furnished with training to possess the ability to utilise IT.

Covid-19 featured the significance of human association and inventiveness in the current teaching and learning landscape (Alvarez, Jr. 2020). Through technology, new ways of learning and teaching has been introduced than we imagined. As we are rapidly moving to online teaching and learning in higher institutions of learning, lecturers are proficient of facilitating teaching and learning in different ways. Ali (2020) avers that time has come to adopt and utilise different methods for teaching and how to support students in dependable working roles. One may contend that remote learning might offer a benefit for people who are unable to attend a standard full-time contact classes university as a result of monetary conditions. All the more along these lines, within conventional teaching institutions, combination of both classroom and online classes might assist with working on the nature of classroom instructing by moving substance conveyance on the web and zeroing in face to face periods on active learning (Rashid and Yadav, 2020).

Though, online teaching has its insufficiencies. Ali (2020) mentions some of the shortcoming of internet instructing to be, shortcoming of internet instructing, for example, the naiveté of educators, the knowledge gap, the intricate climate at home. Likewise, Koumpouras and Helfgott (2020) assert that web-based classes do not compare students experience in the classroom. The authors itemise lack of interaction, class activities, deliberations and consultations with colleagues and the lecturer, and the capability to exhibit a concept that the student will comprehend as some of the weaknesses of online teaching. Dick et al. (2020) support that that online teachings are not as helpful as contact classes because tests and exams are not feasible to proctor to ensure completed assessment.

Dhawan (2020) likewise mentions that scarcity of resources to expedite internet instructing, learning and assessment was a main issue to students and academics. Most universities in developing nations do not possess expected running web-based specialized apparatuses; for example, limitation of students' access to online library materials. Such matters would influence the conveyance of web based learning material. Moreover, the absence of admittance to fast broadband or computerized gadgets was likewise revealed as subverting internet instructing, learning and assessment in higher institutions of learning (Mathivanan et al., 2021). Notwithstanding the limitations, the situation at hand warrant decisive decision in order for students not to wholly affected. To provide an effective online teaching and learning, Reddy and Adanlawo (2018) suggest the needs for suitable information communication technology (ICT) support system.

Online teaching and academic staff

Ali (2020) describes universities academics as the major actors in the active execution of ICT incorporated teaching and learning. The statement implies that, it is paramount for lecturers to possess the right discernments towards ICT and effectively integrate technology into the classroom. Unfortunately, most academic staff do not have adequate information on data innovation, and their comprehension of web based educating is somewhat poor (Pravat, 2020). In a study conducted by Mseleku (2020), a minimal number of 25% of academic staff had inadequate knowledge and abilities to use Moodle learning platform. This platform is the university's most recommended learning management system. The situation made academic staff encounter challenges connecting with how to orchestrate online classes, how to execute web based learning and teaching supported plan, which tool to adopt and how do they quantify the quality of online teaching. for online teaching. According to Reddy and Adanlawo (2018), it is critical to consider students' readiness before adopting online method of teaching and learning.

Likewise, academic staff need to put students as their top priority in a situation that education learning environment changes frequently. By so doing, teaching and learning engagement will be facilitated. Tadesse and Muluye (2020) advice

that academic staff need to consider the use of prevailing mobile technology as this will provide students consistent curriculum. The academic staff are not without difficulties. Working from home is a difficulty experienced by academic staff, the resources to facilitate effective online teaching, learning and assessment is not in adequate. These academics are parents as well, they have to provide computers for their children at home (Mseleku, 2020). Also, to assess assessment during Corona-virus pandemic is confounding, nevertheless, multiple-choice exams, oral exams and simulation-based assessments can be employed to determine competence. despite all the difficulties encountering by academic staff, outbreak of Covid-19 presented opportunities for students and academics to develop their capacity with new experiences in digital world.

Online learning and students

To progress with academic calendar for students in higher institutions of learning, the need arises for online teaching and learning. Web based method has been adopted by most institutions of higher learning to rescue education from the demise of covid-19. The method (online learning) is not without its shortcomings, Pokhrel and Chhetri (2021) aver that research work that ought to take place in laboratory could not be conducted via online learning and teaching. Thus, making it difficult for students to carry out their laboratory research activities. Also, due to Covid-19, most examinations that were supposed to be conducted externally have been postponed nearly all the assessments that are supposed to be done internally have been cancelled. Assessments cancellation has imparted negatively on students' learning. Though, in some higher learning of institutions, internal assessment has been managed using different; yet the external assessment postponement directly affects students' education and future (Pravat, 2020).

The most pertinent of the challenges is that students find it difficult to adjust to online learning from class-based. The fact that most of the students are at home, home responsibilities take most of their time; thereby, they have limited time for their academic work. With the difficulties encountered using online platforms, Dick et al. (2020) assert that the face-to-face learning is much preferred considering the difficulties related to learning via online.

Similarly, Pokhrel and Chhetri (2021) maintained that some science studies, especially in the area of mathematics, physics and biology are not suitable to learn by students online. The argument is that these studies require some field exercise which hardly be performed online.

With the rising reputation of online learning and teaching, Singh and Thurman (2019) profess teaching in the classroom as the choice of most students. It is believed that face-to-face teaching in the classroom gives opportunity to the learners to interrelate with friends, colleagues and lecturers. Hence, online teaching and learning may pose to be a substitute to classroom teaching and learning, it has its challenges which impart negatively on students of higher institutions of learning.

Implications of covid-19 on Teaching, Learning and Assessments

The outbreak of Covid-19 has grossly affects educational systems worldwide. Studies identify definite deficiency like incapability of academic staff in using online platforms (Ouma, 2021), inability of online platforms to perform certain academic functions (Tadesse and Muluye, 2020), inequality in the level by which information is received by students (Osman, 2020) and the environment at which some students learn at home is not conducive (Pokhrel and Chhetri, 2021). Online learning and teaching reduces if not eliminate students' socialisation as the students are unable to inter-relate with their colleagues. Learners that are unable to study alone without teachers struggle to survive (Rashid and Yadav, 2020). With the shortcomings associated with online learning and teaching during covid-19 pandemic, students' level of academic performance is probably to drop due to reduction in hours that these students used to learn, also, inability of students to consult with their teachers when they experience difficulties in their learning is also going to affect their performance.

Prava, (2020) identifies variety of ways by which covid-19 affects students' education in higher institutions of learning as follows:

1.   Movement of students across boundaries are reduced as nations close their borders to nationalities. As a result, international conferences are conducted online (webinars).

2.   It brings about an inequality between students, thereby, gap is created between the students from rich and poor home. The well to do students are able to afford high-speed internet connection, while, the other cannot.

3.   The demand for online learning and teaching may grow in order to prepare for the uncertainty.

4.   Combination of classroom teaching and online method of teaching and learning will be resulted to

5.   Open and Distance Learning will be encouraged in order to maintain social distancing that was created with covid-19.

To reduce the development of teaching and learning online learning that is hampered by the sluggish change in demeanour by academics and understudies, the need emerges for both scholarly staff and understudies of higher learning institutions to have an adjustment of disposition towards the utilisation of web based to improve online teaching and learning.

Conclusion and Recommendations

We the authors of this paper recognise that we are in tough periods. We trust that the guidelines in this paper will give a few course for managing key aspects of teaching, learning and assessment during the pandemic, and prepare for post-pandemic catch up. Changing in accordance with the pandemic will require considerate planning by all educational stakeholders. We are all in this together. We must be ready to embrace change. Eagerness to embrace change is a critical need for productive incorporation of innovation as it gives understudies valuable chances to learn and apply the expected 21st century capacities.

From the reviewed literature, we conclude that online learning and teaching have become no choice alternatives for teachers and students despite the challenges posed. Both the teachers and students have to adapt to various online platforms that are available in order to keep education system moving. Some of the reviewed work in this paper encourage online, however, some articulate that the face-to-face (classroom) teaching has no alternative. What is for sure is that it is hard to design an acceptable system that will fit the learning needs and also convenient to all students and academic staff at this time of

pandemic. The pandemic also created numerous opportunities for the unprepared and hasting the use of online learning and teaching system. It has solidified the relationship between teachers and parents. Covid-19 opened the way for novel modes of learning and likely to remain in time of post Covid-19. The pandemic has taught higher learning institutions to introduce and embrace online learning culture.

More so, Covid-19 has sped up reception of computerized innovations to provide teaching and learning. It stimulated lecturers and students to have innovative information as to how to use online platforms to engage students. The pandemic has made visible the weaknesses of higher institutions of learning framework and the requirement for academic staff to indulge in digital technology training in order to acclimatize to the speedily environment of the world schooling (Ali, 2020). In summary, Covid-19 has brought an abrupt swing from classroom teaching to web based learning in institutions of higher learning. the swing was viewed as a potential answer for advanced education emergencies in the period of Covid-19, it is displayed in this paper that this swing accompanied various difficulties for understudies and scholastics. Despite the challenges, this paper demonstrates that there are Covid-19 incited open doors for teaching, learning and assessment of students. Online learning and teaching is an answer for proceed with the teaching framework, but it is hard in under-developed countries especially for appraisal and assessment of understudies' presentation in practicum, specialized capabilities and pragmatic abilities.

To foster the educational system during the pandemic, this study recommends the following:

Universities across the globe should come-up with strategies to design academic curriculum for post Covid-19; Universities should approach government for financial in order to strengthen their information communication technology (ICT) structure; Training in the use of information technology (IT) should be encourage among academic staff and students; The need for government to support every higher institutions of learning to build their resources in order to conduct online educational activities.

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