



Teaching Methods Used By Teachers In Classroom Teaching During Pandemic

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Abstract

This study's goal was to study the teaching methods used by teachers in classroom teaching during pandemic. This study is based on survey method. In the present study, feedback was obtained from students regarding the virtual teaching methods used by teachers in classroom teaching during the pandemic. 100 secondary school students have been selected for applying the self-developed attitude scale. After collecting the data the result was found that blended learning, flipped classroom, Collaborative learning, Inquiry-based learning, Cooperative learning, Problem-based learning, Project based Teaching Methods, Discussion Teaching Method and Demonstration Teaching Methods etc. were used by most of the teachers during the pandemic. That is, due to the pandemic, positive changes were seen in the teaching methods.

Keywords: Students' Attitude, teaching method, Classroom teaching

Introduction

The pandemic Covid-19 resulted in an unimagined global circumstances and it introduced an unprecedented technology use during the teaching and learning process, as well as in the classroom. Schools and colleges stopped running regular classes and there came the time of online classes which brought both students and teachers on online

platforms for teaching and learning. It's difficult to educate during this unfavourable moment, and even keeping up the quality of instruction presents additional difficulties. Instructors must put in a lot of effort to ensure that students receive a high-quality education and that their school year is not negatively impacted. Some educators are still trying to determine the appropriate course of action to take while using a virtual classroom to instruct pupils during a pandemic. This made the responsibilities of teachers increase and now they had to use the new teaching strategies during pandemic.[1] Online teaching was not everyone's cup of tea as teachers have been practicing the classroom pedagogical method to teach students since the centuries. Since the advent of internet education, teachers had to learn technical sources, operating technical mediums to conduct online classes, take exams, provide assignments, and even provide score cards. Teaching system and learning system today is what it could look like in the years to come or in the near future. The pandemic has altered the way that lessons are taught, which has altered the role of the instructor. Traditional methods of instruction had been in use for a long time. But because technology has also progressed in the realm of education, the conventional approach to teaching during the pandemic was supplanted by contemporary online pedagogy and teaching methodologies. Both teachers and students were getting an advantage from online teaching methods and pedagogy after the trend of online teaching. Teachers used a lot of teaching methods and this teaching pedagogy can be applied to online systems of teaching also. Teaching

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methods can vary according to different criteria such as objectives, subject area, philosophy, and classroom demographics. Throughout the pandemic, educators used a range of instructional techniques, such as game-based learning, flipped classrooms, live online courses, recorded video lectures, online whiteboards, and class blogs.[2] These teaching techniques helped the children perform better. Finding out how students feel about the teaching tactics used by teachers in the event of a pandemic is the aim of the current study.

Review of Related Literature

- Luis (2022) studied on Adaptation of Teaching Strategies During the COVID-19 Pandemic. The COVID-19 pandemic caused significant shifts in instructional strategies, moving from in-person classes to entirely online platforms. In this article, instructional strategies are presented for transforming three conventional face-to-face courses—Economics of Resource Use, International Agricultural Trade, and Quantitative Methods in Food and Resource Economics—into an entirely online format. The difficulties of transferring content online while preserving student interaction are covered in this essay. Additionally, it highlights important elements that have evolved into potential difficulties for online education due to the epidemic. Additionally, this research looks into how students view their educational experience. Academic achievement was contrasted prior to and following the pandemic using a paired comparison test, which demonstrated that the teaching strategies used in the three classes were successful in maintaining students' interest during the spring semester. These approaches aimed to give students a personalised experience and keep them attentive throughout lectures. The impact of the pandemic on students' perceptions of their educational experience is also covered in this study. [3]
- Bawawa, Marni (2021) studied on Teaching Method Used by English Teachers during Covid-19 Pandemic and New Normal Era. The choice of a teaching strategy is one of the elements in reaching learning goals. This study's goal is to identify and evaluate the teaching strategies employed by English teachers in the Senior High School District of Merauke. Based on data, this investigation was conducted. from the Merauke 4 Senior High School District, focused on a few English teachers. Purposive sampling was employed to choose the sample. Interviews were employed by the researchers to get the data. Based on the results of the interviews, English teachers used a variety of instructional techniques for both online and offline

learning. The teachers employed a variety of teaching techniques, including the Grammar-Translation Method, Total Physical Response, Project-Based Learning, Audio Lingual Method, and Learning and Playing. Additionally, the English teacher made use of Google products like GD (Google Docs), GM (Google Meet), and GC (Google Classroom). English teachers also employed visual media as a tool in the teaching and learning process when teaching throughout the pandemic COVID-19 and the new normal.[4]

- Ruchira (2021) studied on Emergency Teaching–Learning Methods (ETLM) during COVID-19: Lessons Learned from Sri Lanka. In response to the nation's COVID19 pandemic lockdown, This study looks on the ways in which various stakeholders employed online-based distance learning as an ETLM and highlights the lessons learnt in Sri Lanka through a case study of the Kandy education zone (KEZ). By selecting instructors, students, and parents as a survey sample from 19 schools in KEZ, we were able to collect the data through a questionnaire survey. The results showed that during the pandemic lockdown, roughly 64.7% social media was utilised by instructors in the process of teaching and learning. (TLP), followed by 27.9% by traditional online teaching platforms, and 7.4% by traditional teaching methods. Furthermore, the WhatsApp mobile application for the TLP was preferred by 36.5% of teachers and 41.2% of students, compared to other applications. However, the majority of the less fortunate schools in the outlying regions of the KEZ opted for traditional teaching methods (TTM) during the COVID-19 lockdown. This study also discusses the size of the ETLM adaption gap and the motivating factors that resulted in noticeable differences between rich and underprivileged schools, especially in the urban settings of the KEZ. The way that educational policies are managed and developed is affected by these findings. All things considered, by offering policy recommendations that the country's decision-makers and other higher education authorities should consider in an emergency, this research aids in understanding the ETLM adaptation of the KEZ.[5]

Objective of the Study

1. To study the teaching methods used by teachers in classroom teaching during pandemic.

Methodology of the Study

The survey method has been employed in this investigation. The study's population has been defined as the secondary school pupils in the Jaipur district. Using a random sample approach, 100 secondary level pupils from the Jaipur

district were selected. A self-developed attitude scale has been used to measure students' attitudes. The data was

Analysis and Interpretation

Table : 1

S.N.	Teaching Methods	Yes	No
1	Blended Learning	86%	14%
2	Flipped Classroom	65%	35%
3	Adaptive Learning	52%	48%
4	Active learning	53%	47%
5	Collaborative learning	67%	33%
6	Inquiry-based learning	68%	32%
7	Cooperative learning	74%	26%
8	Problem-based learning	72%	28%
9	Team based learning	45%	55%
10	Peer instruction	49%	51%
11	Just-in-time learning	29%	71%
12	Project based Teaching Methods	81%	19%
13	Seminar Teaching Methods	43%	57%
14	Discussion Teaching Method	62%	38%
15	Demonstration Teaching Methods	87%	13%

Interpretation

In the present study, feedback was obtained from students regarding the virtual teaching methods used by teachers in classroom teaching during the pandemic, which is shown in the above table. Looking at the table it is clear that According to -

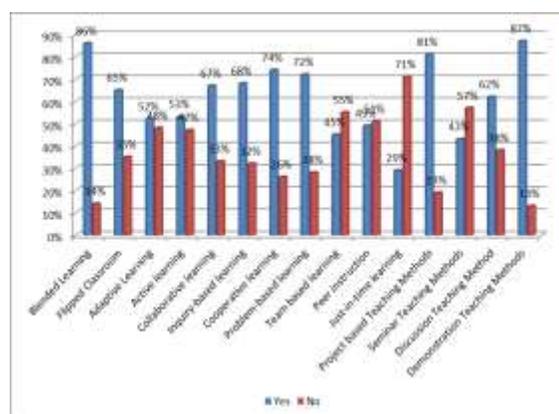
- 86 % of students, blended learning method was used by teachers during classroom teaching.
- 65 % of students, blended learning method was used by teachers during classroom teaching.
- 52 % of students, Flipped Classroom method was used by teachers during classroom teaching.
- 53 % of students, Adaptive Learning method was used by teachers during classroom teaching.
- 67 % of students, Active learning method was used by teachers during classroom teaching.

gathered and subjected to critical ratio analysis.

- 68 % of students, Collaborative learning method was used by teachers during classroom teaching.
- 74 % of students, Inquiry-based learning method was used by teachers during classroom teaching.
- 72 % of students, Cooperative learning method was used by teachers during classroom teaching.
- 45 % of students, Problem-based learning method was used by teachers during classroom teaching.
- 49 % of students, Team based learning method was used by teachers during classroom teaching.
- 29 % of students, Peer instruction method was used by teachers during classroom teaching.
- 29 % of students, Just-in-time learning method was used by teachers during classroom teaching.
- 81 % of students, Project based Teaching Methods was used by teachers during classroom teaching.
- 43 % of students, Seminar Teaching Methods was used by teachers during classroom teaching.
- 62 % of students, Discussion Teaching Method was used by teachers during classroom teaching.
- 87 % of students, Demonstration Teaching Methods method was used by teachers during classroom teaching.

Based on the above analysis, it can be said that blended learning, flipped classroom, Collaborative learning, Inquiry-based learning, Cooperative learning, Problem-based learning, Project based Teaching Methods, Discussion Teaching Method and Demonstration Teaching Methods etc. were used by most of the teachers during the pandemic. That is, due to the pandemic, positive changes were seen in the teaching methods.

Graph : 1



Conclusion

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Based on the findings, it is concluded that due to the pandemic, positive changes were seen in the teaching methods and for this it is recommended that teachers discover and implement cutting-edge teaching strategies in

the classroom in addition to serving as technological facilitators.

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