

PARADIGM SHIFT: FROM MODERN TO CLASSICAL UNDERGRAD TEACHING METHODOLOGIES DURING COVID-19

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Abstract

COVID-19 proved a big economic, health and educational test for the global community and affected almost all walks of life by presenting challenges to the stakeholders. The study unfolds the importance of classic methods of teaching practiced during COVID-19 when faculty was asked to adopt emergency remote learning without any prior virtual teaching experience. The study was conducted on fifty teachers engaged in teaching at tertiary level through a questionnaire to know the approaches/methodologies they adopted during online teaching. The questionnaire includes items related to various modern and classical approaches including the use of languages during online teaching other than English as foreign language which is medium of instruction in normal conditions. The results reflect that a majority faculty not only used national or regional language for teaching but also practiced classical approaches to achieve set objectives. The subjects were found dominant during online teaching with the use of local languages and pedagogical approaches. In the light of the results the study enables us to believe that desperate diseases need desperate remedies and hence, suggests that for realizing educational objectives blended teaching methodologies are apt to apply during abnormal conditions.

Keywords: Paradigm shift, classical, modern, methodology, tertiary education

Introduction

World was not the way as it is today; there was hustle bustle everywhere. COVID_19 almost hit the globe like a mother bomb leaving nothing dream but to invent some medicine to save present and the future of the world community. The spread of Coronavirus has additionally caused dread, nervousness and different worries to residents in various regions of the planet, incorporating bunches occupied with the instructive interaction, like youngsters, educators and guardians (NCIRD, 2020). But it is also believed that sweets are the uses of adversity as humans being invent new plans to counter challenges. Education was switched over to emergency remote learning without any prior training of faculty and the teachers have been trying their best to transfer knowledge and skills to the undergrads and graduate students by applying various teaching techniques to achieve educational objectives. Not only teachers but parents or guardian faced academic, behavioral and other issues during online teaching but real quality of the teachers is gauged when he/she, at the end, set targets and expresses satisfaction with the help of various teaching approaches applied during virtual teaching. Coronavirus has generally wiped out the educator's control throughout dynamic learning

time, rather bringing understudies' self-administrative, volitional and persuasive capacities just as guardians' authority throughout learning time to the front (Huber & Helm, 2020).

Class management implies educators' ability to lead understudies in a way that extends the instructive time committed to huge learning. To ensure a high piece of learning time, instructors may use instructive methods that prevent understudy wrongdoing achieved by weariness, over-trouble, bewilderment, challenges in understanding, negative sentiments, and so forth Meta-assessments have again and again recognized homeroom the chiefs as one of the most grounded instructive markers of understudy insightful achievement (for instance Hattie 2009). Covid has by and large, abstained from the educator's order all through unique learning time, rather bringing understudies' self-managerial, volitional and influential limits similarly as guardians' authority all through learning time to the front.

The main focus of the study is to understand teachers' perceptions about the methodological approaches they adopted during virtual teaching in COVID-19 for transferring knowledge and skills to the students whose major is education as discipline. It furthers aims to dig out the significance of classical approaches of teaching in which the tutor/teacher remains a dominant figure in classroom proceedings and much time is spent by him/her to disseminate knowledge and skills to the students as some quarters believe that it's the modern methodology which empowers the learners more but it's important again to know that whether classical approaches of teaching with the help of technology can work or not in the abnormal conditions as the world is facing because of Pandemic COVID-19.

Statement of the issue

The study aims to find out the significance of classical teaching methodologies adopted by faculty engaged in teaching at undergrad level, if any, which could be equally effective like modern teaching strategies for the transfer of knowledge and skills to the undergrads with major in education.

Research objectives

The study's major questions are to know that to what extent:

1. The classical teaching and learning approaches are beneficial for the undergrads to receive knowledge and skills in their relevant academic discipline.
2. Teachers are satisfied to the teaching strategies based on other than modern approaches for the transfer of knowledge and skills to the undergrads with the help of local languages.
3. Local languages are equally helpful in attaining educational objectives according to the level of the undergrads.

Research question

The study would try answers the following questions:

1. Is it possible to use classical pedagogical approaches to teach undergrads during abnormal conditions such as Pandemic COVID-19?
2. Are the classical methods of teaching equally prepare undergrads to grasp knowledge and skills with the help of local and foreign languages?

3. Can blended teaching be recommended as new teaching approach after COVID-19 or normal conditions?

Theoretical framework and procedure

It is questionnaire based survey research conducted on fifty teachers engaged in teaching undergrads with major in education to know their perceptions about the teaching methods they applied during COVID-19 including both classical and modern approaches of teaching with the help of technology. The questionnaire further includes some items focused on the use of different languages such as local and foreign through which they transferred knowledge and skills to the undergrads. The results have been presented in percentage in accordance with the response of the subjects.

Review of Literature

The expression "traditional" or "old style schooling" asks for some definition. Ever, the traditional period alludes to the civic establishments of the Greeks and the Romans (c. 600 B.C. to 476 A.D.), who have gave to us old style fantasies, workmanship and engineering and the traditional dialects of Greek and Latin. Surely the training rehearsed by the Greeks and Romans can be called traditional schooling. Old style schooling, consequently, can mean the instructive strategies for the Greeks and Romans (Perrin, 2004).

The instructive foundations in influenced regions are looking for band-aid answers for keep educating, however note that the learning quality relies upon the degree of advanced admittance and effectiveness. The internet gaining climate changes significantly from the customary study hall circumstance with regards to student's inspiration, fulfillment and cooperation (Bignoux and Sund, 2018).

Conventional teaching considers remembering and replicating information, the understudy works alone and is needed to follow the talk, the educator's show or clarification. Current showing considers helpful learning, the understudy speaks with the educator to address the circumstances set out by the last mentioned. For this situation, the educator works with and moderates learning (Cucos, 2006).

(Gabriela, 2020) says that the disadvantages of modern teaching methods are that the students distance themselves from classical reading; information is not retained precisely; modern teaching methods are not used very often; there may be different opinions and this may hinder communication; modern teaching methods are more expensive than classical ones.

The instructive cycle involves every one of the activities that instructors (educators) perform deliberately and coordinated for the individuals who study (understudies, researchers, understudies) in an institutional setting coordinated to prepare and improvement of their character to meet the two prerequisites and expert difficulties and difficulties of life overall (Marinescu, 2009). The instructive interaction is exceptionally nonlinear (Bratianu, 2009), and expects to foster an example of thinking to assist understudies to manage their future (Bratianu, 2007).

The instructor, as an aide for youthful ages, necessities to contemplate accomplishing the instructive ideal and to answer each time he/she enters the study hall the inquiry: What am I doing here? (Marinescu, 2009). The different subjects contemplated by youthful ages over

time spent inside instructive establishments add to their improvement as people. They grow agreeably, they fitting adoration for their nation or foster a capacity to regard the climate. Accordingly, the instructive ideal turns into the benchmark of the whole showing action while adding to affixing the substance and assets of Romanian schooling (Marinescu, 2009).

The absence of adequate abilities and information on the instructors taking an interest in the review to incorporate innovation and distinguish suitable ways to deal with advance realizing, regardless of whether they are mechanical or academic, and the insufficiency of distance learning programs for the singular necessities of understudies, affirms the need to progress web based learning, the nature of pre-college schooling, the information and abilities of educators and the combination of innovation into learning measures. In this manner, as in different nations, the conditions made can be considered as a benefit in working on the nature of instruction, the exhibition of understudies and instructors, while assisting with accomplishing the goals of the schooling procedure, through which the point is to give equivalent freedoms to training of all people inside pre-college programs, working on the nature of educators, and amplifying the nature of educators (MESTI, 2016).

Nickels (2000) introduced a system for the helping computerized gadgets to students with the utilization of PC supported plan (computer aided design) instruments and equipment portrayal dialects. A various leveled methodology was used, and this included having understudies starting with the investigation of basic computerized electronic circuits after which they advanced to issues including more mind boggling computerized electronic. Nickels (2000), in any case, didn't close whether the philosophy begged prompted any advantage in the space of understudy learning or execution. The benefits of this showing strategy are that it gives a bit by bit graduation of understudies from less troublesome advanced hardware issues to more troublesome ones. Like advanced hardware, different disciplines can profit from the utilization of this showing technique due to the bit by bit movement of understudies from less troublesome issues in the discipline to more troublesome ones. One thought not talked about by Nickels (2000) is that of understudy backing, and it is normal that regardless of the discipline, understudy backing will be an important asset as the trouble of issues they endeavor increments.

We must not forget that even in classical approach technology provides equal opportunities to students as it is attached with modern teaching strategies. Various researchers have performed studies including the utilization of innovation to advance dynamic learning. It is accepted that in this period of innovation, consistent correspondence, and intuitiveness that understudies will generally expect all the more mechanically upgraded conditions (Li, Greenberg, and Nicholls, 2007). Besides, a few analysts accept that such devices will be required to keep up with understudy interest and inspiration (Ueltschy, 2001).

Results:

(Yes: 1. 2: To some extend: 3: To a great extend: 4: Somewhat: 5: No)

Sr. No	Question item	1	2	3	4	5
1	Online teaching is poles' apart from face to face teaching and learning.	73%	16%	2%	6%	3%
2	Face to face teaching promotes academic normalcy among faculty and students.	51%	12%	14%	12%	11%
3	During face to face teaching many teaching approaches could be applied as per need of the subject matter.	66%	10%	8%	5%	11%

4	Students take more interest during face to face teaching/learning environment.	44%	15%	11%	12%	8%
5	Online teaching restricts faculty to experiment modern methods of teaching because of various issues such as inter connectivity, power breakup, etc.	69%	10%	5%	10%	6%
6	Students appear more focused during virtual learning when taught in the foreign language.	5%	8%	10%	6%	71%
7	Students' understanding of the content knowledge is more enhanced when taught through a blend of different methodologies.	68%	12%	4%	8%	6%
8	Blend of classical and modern teaching methods is more appropriate to transfer content knowledge.	72%	5%	8%	10%	5%
9	All students have equal proficiency in the foreign language such as English.	5%	3%	10%	7%	75%
10	Foreign language is not issue for the undergrads with education as major.	8%	13%	2%	5%	72%
11	Emergency remote teaching/learning offers comfort zone to both teachers and students if only modern teaching strategies are applied.	6%	4%	10%	6%	74%
12	Students prefer traditional teaching methods during online teaching.	72%	5%	8%	5%	10%
13	Online teaching doesn't provide equal opportunities to all students to participate.	74%	10%	6%	7%	3%
14	All students like to be taught in English language during online teaching/learning.	10%	6%	5%	10%	69%
15	Students ask teachers to teach with the help of English language only.	10%	4%	10%	5%	71%
16	Online learning is the permanent solution of teaching/learning so far as the enhancement of content knowledge and other skills are concerned.	2%	6%	10%	5%	77%
17	Students appear shy and reluctant while speaking English.	70%	10%	4%	10%	6%
18	Online teaching/learning leaves a lot to be desired if classes are conducted with a focus on only one method.	72%	10%	10%	4%	4%
19	Students produce better results after attending online classes if taught with the help of various teaching methods with a focus on classical methods of teaching.	74%	8%	4%	10%	4%
20	Blended teaching approaches may be made a permanent mode even during face to face teaching/learning.	69%	8%	4%	5%	14%

Discussion

Our study aimed at finding out the answers of the following question with regard to the use of classical or modern teaching approaches adopted to teach undergrads with major in education and their possible benefits adopted during COVID-19 which in fact reflects abnormal conditions. To realize questions the researchers administered a questionnaire containing twenty statements related to the area of the study.

1. Is it possible to use classical pedagogical approaches to teach undergrads during abnormal conditions such as Pandemic COVID-19?
2. Are the classical methods of teaching equally prepare undergrads to grasp knowledge and skills with the help of local and foreign languages?
3. Can blended teaching be recommended as new teaching approach after COVID-19 or normal conditions?

The results of the study reflect that during abnormal conditions during Pandemic COVID-19 there has been unrest among the faculty as they were supposed to switch over from face to face to virtual education with receiving any formal training. It is crystal clear that today the world is finding new ways to teach adults and latest andragogical interventions are in vogue but the suddenly changed situation invited the education practioners to practice the best possible strategies to transfer knowledge and skills to the undergrads.

Use of Language and technological issues are dominant during these days as all teachers are not equally proficient in the use of foreign language such as English as well as not experts in applying technology in true sense of the word. The study highlights that subjects were natural in responding and agreed to state that it was classical approach that helped them a lot in achieving educational targets set before teaching the relevant courses. For instance, a majority subjects are of the opinion that it was not only English but blend of local and foreign languages that provided both teachers and students a comfort zone for teaching and learning. It is possible that the undergrads with major in education are not so proficient in the foreign language and felt comfortable when taught with a mixture of languages, e.g., the respondents disagree strongly with the statement that all students like to be taught in English language during online teaching/learning.

The study furthers its case with regard to the methods adopted during COVID-19 situation by manifesting that the blend of methods, with dominance of classical approach, created conducive environment of teaching and learning and the faculty was in the position to say that they achieved results. Their students responded well when tested despite being taught with a blend of approaches and languages as we see that according to majority subjects, students produce better results after attending online classes if taught with the help of various teaching methods with a focus on classical methods of teaching. Similarly, it was found that the students prefer traditional teaching methods during online teaching.

The study has answered very aptly stating that:

1. It is possible to use classical pedagogical approaches to teach undergrads during abnormal conditions such as Pandemic COVID-19.
2. The classical methods of teaching equally prepare undergrads to grasp knowledge and skills with the help of local and foreign languages.
3. Blended teaching can be recommended as new teaching approach during COVID-19 or normal conditions?

Conclusion

In the light of the above discussion the study concludes that for abnormal conditions, as the world is facing, new approaches are becoming in vogue irrespective of their orthodox beliefs to teach and train adults who themselves are facing adverse educational circumstances during COVID-19. The study puts forward the view that whatever the methodology could be, its aim should be to transfer knowledge and skills to the young learners during abnormal socio-educational condition and it has been found that there's paradigm shift in the teaching of adults; teachers are comfortable in realizing classical approaches instead of sticking to one or more fixed adult teaching strategies.

Suggestions:

1. A blended teaching approach could be used for undergrads irrespective of their academic discipline.
2. Over use of foreign language such as English may be avoided to provide students sense of ease so that maximum number of undergrads could be engaged learning during virtual teaching.
3. Classical method could be use even in normal conditions as an effective approach of teaching and learning at undergrad level.

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