

HEI Educators' Views on Traditional and Online Teaching and Learning: Post Pandemic

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Abstract: Every aspect of society, especially education, has been profoundly impacted by the COVID-19 pandemic. Nearly all institutions and universities have transitioned from traditional learning to online teaching and learning during the outbreak in order to maintain academic continuity. The goal of the present research is to evaluate how traditional teaching and learning in HEIs, particularly during the post-pandemic period, were affected by online learning. Technology has been used for many years to enhance the teaching and learning process. Therefore, the introduction of technology into many educational contexts was hastened by the COVID-19 pandemic. However, educators confronted a variety of difficulties they had never faced before as a result of the abrupt change to distance learning. Following a qualitative mode of inquiry, the current study sought to discover how a group of 20 South African educators handle their post-pandemic teaching. The researchers conducted in-depth, semi-structured questionnaires with HEI educators to accomplish their goal. Educators were tasked with detailing their journey from in-person to fully online teaching, and later adjusting to a blended format of face-to-face and online instruction. The research aimed to enhance post-COVID-19 teaching by employing various technological, pedagogical, and administrative strategies for both online and traditional learning. In the long run, this was intended to enhance the integration of technology into the pedagogical setting even further. The study's findings laid the groundwork for developing accessible online tools to support academic instructors in effectively utilizing widely adopted online pedagogical techniques.

Keywords: Online teaching and learning, Traditional teaching and learning, HEIs educators, Post pandemic

1. Introduction

Long before the COVID-19 epidemic, many higher education institutions (HEIs) offered blended or mixed-mode delivery through the incorporation of technology into classroom teaching. However, the availability of online teaching and learning (OTL) was an add-on rather than a complete substitute for the course. As a result, given that online educational delivery has become the new normal in many HEI contexts around the world and given the power-coercive and unplanned nature of the transformation, a comprehensive study is required to explore the change brought about by this OTL in HEI contexts. In this manner, future directions for effective online courses would be discovered. Additionally, since professional development for educators takes place in situated contexts of practice, a better understanding of the unique difficulties that online educators faced would help higher education institutions (HEIs) enhance the standard of traditional and OTL programs in the regional contexts of practice. Numerous research conducted over the past few decades have demonstrated the increasing trend of using digital technology in a variety of learning scenarios (Ghanbari & Nowroozi, 2021; Fauzi, 2022 & Turnbull, Chugh & Luck, 2021). Although technology is widely used in a variety of learning contexts, educators have identified a number of barriers to its effective usage in these contexts, including online assessments that require the marking and processing of marks online. This global shift from face-to-face to fully online education occurred at a time when there was no prior advice, insight, or explicit models of good practice for such a large change. The sudden shift to remote teaching and learning via various digital teaching and learning methods posed numerous issues for students and teachers (Turnbull et al., 2021). Furthermore, quality research on the lived experiences of South African educators in the setting of HEIs on traditional and blended learning is lacking. The interest in COVID-19 research has expanded considerably, with thousands of documents provided in a relatively short period of time (Fauzi, 2022). With so much information available, it is delightful to delve into the trending topic in OTL adoption publications that may result in better knowledge of adapting digital learning in the context of HEIs. The approach to cope with the pandemic in HEI settings from these publications with suitable mitigation and intervention plans could provide an insightful understanding to HEIs in designing their strategy based on best practices for the continuum of education. The interest in COVID-19 research has expanded considerably, with thousands of documents provided in a relatively short period of time (Fauzi, 2022). With so much information available, it is delightful to delve into the trending topics in OTL adoption publications that may result in better knowledge of adapting digital learning in the context of HEIs. The approach to coping with the pandemic in HEI settings from these publications with suitable mitigation and

intervention plans could provide an insightful understanding to HEIs in designing their strategy based on best practices for the continuum of education.

- What are the barriers faced by South African educators involved in traditional and online teaching and learning in the post COVID-19 pandemic?
- What are the solutions of South African educators involved in traditional and online teaching and learning in the post COVID-19 pandemic?

2. Online Teaching and Learning Post Pandemic

Prior to COVID-19, online learning was a supplemental option to conventional, in-person instruction, often targeted at working adults, international students, or those geographically separated (Allen & Seaman, 2017). The pandemic forced HEIs to swiftly adapt, leading to varied experiences due to inadequate preparation. Teachers had to quickly modify lesson plans for virtual platforms, often without sufficient training, as seen in organizations like Peking University, which faced early difficulties but eventually streamlined their online education systems (Bao, 2020). COVID-19 necessitated a global shift from traditional in-person methods to online teaching/learning (Bao, 2020; Dilucca & Souli, 2020; Wang, Horby, Hayden & Gao, 2020), presenting significant challenges, especially for public institutions. While many institutions successfully transitioned online, attracting 90% of their student body, others struggled with connectivity and adapting teaching methods. South African HEIs faced additional challenges due to limited internet access, requiring teachers to use social media platforms for educational resources (Naik, Deshpande, Shivananda, Ajey, & Manjunath, 2021). Live classes necessitated robust infrastructure, software, and high-speed internet. Online education involves more than passive listening; it demands active engagement, planning, and support, presenting numerous challenges (Wang et al., 2020; Naik et al., 2021). Post-pandemic, online education components have cemented their place in the educational landscape. Educators, now more familiar with digital tools, recognize the importance of both synchronous and asynchronous learning, which provide flexibility and maintain student engagement and community (Aguilera-Hermida, 2020; Raes, Detienne, Windey & Depaepe, 2020). Hybrid learning, combining online and in-person methods, is gaining popularity, blending social interaction with the flexibility of online formats (Alammary, Sheard & Carbone, 2014). Despite increased accessibility, online education raises equity issues, disadvantaging students lacking reliable internet or quiet study spaces.

3. Traditional Teaching and Learning Post Pandemic

The Covid-19 pandemic has profoundly impacted traditional teaching and learning systems worldwide, serving as a catalyst for the rapid transition to digital platforms. Prior to the pandemic, traditional in-person classroom instruction was predominant, with only 15% of lecturers having taught online (Pedro & Kumar, 2020). In South Africa, historical educational inequalities had already caused significant disparities in traditional education quality across institutions (Spaull & Jansen, 2019). The pandemic's onset led to widespread school and campus closures, affecting over 1.5 billion students globally (Tadesse & Muluye, 2020), and necessitated a swift pivot to online learning. South African higher education institutions (HEIs) faced unique challenges, such as unequal access to digital infrastructure, making the transition to online learning particularly difficult and exacerbating existing inequalities (Mayisela, Govender & Hodgkinson-Williams, 2022). Although some institutions have resumed in-person classes, the landscape of higher education has permanently shifted. There is a growing acceptance of blended learning models, which combine online and in-person elements, as a way to address access and equity issues thoughtfully (Power, Kay & Craig, 2023; Bozkurt et al., 2022). South African educators, however, face unique obstacles, including load shedding and data access issues, while adapting to new teaching modes. Despite the flexibility offered by online platforms, educators lament the loss of real-time engagement with students (DeCoito & Estaiteyeh, 2022). Ultimately, the pandemic has indelibly altered traditional teaching and learning, ensuring that while in-person methods will persist, they will continue to evolve in conjunction with online and hybrid models.

The post-pandemic period has brought about a fundamental shift in educational landscapes worldwide, particularly in higher education institutions (HEIs). The rapid transition to online teaching during the COVID-19 pandemic highlighted significant gaps in digital infrastructure, pedagogical preparedness, and equitable access to education. As a result, institutions and educators have had to adapt to hybrid and blended learning models, combining the benefits of traditional face-to-face engagement with the flexibility of online learning. While technology has played a pivotal role in maintaining academic continuity, challenges such as digital equity, engagement, and the digital divide have persisted, particularly in regions with limited internet access. Post-pandemic literature underscores the importance of refining these hybrid models to ensure inclusivity, enhance

digital literacy among educators and students, and improve the accessibility of online platforms. In addition, the pandemic has prompted a re-evaluation of teaching methods, compelling educators to embrace innovative approaches that cater to diverse learning needs while addressing the systemic inequalities exacerbated by the pandemic.

4. Methodology

The methodology section of this study followed a qualitative approach, employing semi-structured interviews with 18 South African higher education institution (HEI) educators. The quotes used in the paper were derived directly from these interviews, which were guided by a set of open-ended questions. These questions aimed to explore the educators' experiences with traditional and online teaching during and after the COVID-19 pandemic. A thematic analysis was conducted to identify patterns and themes within the responses, highlighting both commonalities and dissonance between participants' views. Rather than selectively presenting quotes, the analysis aimed to reflect an accurate representation of the data, grounded in the educators' shared experiences and distinct challenges. The quotes were categorised into specific themes related to the research questions, ensuring a comprehensive analysis of the educators' perspectives. The study used purposive sampling to select 18 educators from various disciplines, ensuring a diverse and representative sample. Data collection involved semi-structured interviews, lasting approximately 60 minutes, conducted either face-to-face or via secure online platforms. An interview guide with open-ended questions facilitated the interviews, allowing deep engagement with participants. Ethical considerations included informing participants about the study's aims, voluntary participation, confidentiality, and obtaining written informed consent. The interviews were transcribed and analysed using thematic analysis to identify key themes related to HEI educators' views on traditional and online teaching. The analysis focused on three main themes: "Online Teaching and Learning," "Traditional Teaching and Learning," and "HEI Educators Post-Pandemic," highlighting educators' perceptions, difficulties, and experiences. The findings provided valuable insights into how the epidemic has transformed HEI educators' instructional strategies, informing educational policy and practice. The purpose of this research paper was to evaluate the views of Higher Education Institution (HEI) educators on traditional and online teaching and learning methods, especially in the context of the ongoing epidemic. Understanding educators' perspectives on these teaching approaches was crucial for educational planning, policymaking, and enhancing student outcomes. Given the nuanced and context-dependent nature of educators' experiences and perspectives, a qualitative approach was deemed most appropriate for this study. This approach allowed for an in-depth exploration of educators' views and provided richer insights into the complexities involved in traditional and online teaching in HEIs.

4.1 Results

Incorporating biography data, as detailed in Table 1, provides essential context for understanding the perspectives and experiences of educators regarding traditional teaching and learning before and after the pandemic. Factors such as gender, age, educational background, and teaching experience influence attitudes, approaches, and challenges in education. Experienced educators favoured traditional methods due to familiarity, while those with tech backgrounds are more open to innovative approaches. Gender and age can also impact perceptions of technology adoption and adaptability. This study's diverse participant pool, including various genders, age groups, home languages, educational levels, and professional experiences, enriches the analysis by reflecting a wide range of views and experiences. The demographic and professional diversity captured in the biography data ensures a comprehensive understanding of the evolving educational landscape and the intersecting factors influencing traditional and online teaching post-pandemic.

Table:1: Biography data

Participants	Gender	Age	Home language	Educational Level	Occupation	Number of Experience at HEIs
Participant 1	Male	35-44	Setswana	Postgraduate	Lecturer	6-10 years
Participant 2	Male	35-44	Sesotho	Postgraduate	Lecturer	16-20 years
Participant 3	Female	>55	IsiZulu	Postgraduate	Senior Lecturer	11-15 years
Participant 4	Female	25-34	Setswana	Postgraduate	Junior Lecturer	2-5 Years
Participant 5	Female	35-44	Sesotho	University Degree	Junior Lecturer	6-10 years

Participants	Gender	Age	Home language	Educational Level	Occupation	Number of Experience at HEIs
Participant 6	Female	35-44	Sesotho	Postgraduate	Lecturer	6-10 years
Participant 7	Female	25-34	IsiZulu	Postgraduate	Lecturer	6-10 years
Participant 8	Female	45-54	Afrikaans	Postgraduate	Junior Lecturer	Over 20 years
Participant 9	Female	35-44	Sesotho	University Degree/Diploma	Part-time Lecturer	6-10 years
Participant 10	Female	35-44	Sesotho	Postgraduate	Lecturer	16-20 years
Participant 11	Female	45-54	Afrikaans	Postgraduate	Lecturer	Over 20 years
Participant 12	Female	25-34	Sesotho	Postgraduate	Lecturer	6-10 years
Participant 13	Male	25-34	Sesotho	Postgraduate	Junior Lecturer	2-5 years
Participant 14	Female	25-34	Sesotho	Postgraduate	Lecturer	2-5 years
Participant 15	Male	45-54	IsiZulu	Postgraduate	Senior Lecturer	Over 20 years
Participant 16	Female	35-44	Afrikaans	University Degree/Diploma	Lecturer	11-15 years
Participant 17	Female	55and above	Sesotho	Postgraduate	Senior Lecturer	16-20 years
Participant 18	Male	25-34	English	Postgraduate	Junior Lecturer	2-5 years

Table 2, outlining key interview themes, enhances understanding of post-pandemic traditional teaching. It organizes diverse perspectives, highlighting resistance to change, technological challenges, the value of face-to-face interaction, and flexible teaching needs, enriching qualitative data analysis.

Table 2: Interview responses

Participants	Theme:1 Online Teaching and Learning Before Pandemic	Theme: 2 Traditional Teaching and Learning-Before Pandemic	Theme: 2 Traditional Teaching and Learning-Post Pandemic	Theme: 3 HEI Educators Post-Pandemic
Participant 1	"Pre-pandemic, online teaching was rare; COVID-19 prompted a substantial surge in its use, driving increased awareness and adoption among educators."	"Educational settings confront challenges such as student absenteeism impacting performance, while educators keenly discern students' comprehension struggles."	"Students' habitual attendance online may diminish their desire for traditional classroom attendance."	"Teachers must adapt, innovate, and ensure flexibility in traditional teaching for post-COVID education."
Participant 2	"The tool's potential remained untapped, possibly perceived as bothersome as learning predominantly occurred in physical classrooms."	"Physical interaction in group settings fosters engagement, focus, and discussion, making it the preferred method over virtual learning."	"Resource constraints impede online learning, causing students to lag in accessing information and completing assessments due to limited access to mobile phones, laptops, and data."	"Maximize online teaching with eThuto integrated with WhatsApp, incentivizing attendance with surprise quizzes."
Participant 3	"Online teaching compelled both lecturers and students to acquire essential technological skills while fostering independent learning and time management outside traditional office settings."	"Traditional teaching's reliance on paper is costly, fostering technophobia and hindering global networking opportunities among peers."	"Traditional teaching confines both lecturers and students to one environment, using limited tools."	"HEI must ensure internet access while the South African government tackles load shedding and provides tech training for lecturers."

Participants	Theme:1 Online Teaching and Learning Before Pandemic	Theme: 2 Traditional Teaching and Learning-Before Pandemic	Theme: 2 Traditional Teaching and Learning-Post Pandemic	Theme: 3 HEI Educators Post-Pandemic
Participant 4	"Assisting a friend with a University assignment, I found online teaching intriguing, realizing its potential for my own lectures, fostering a passion for continuous learning in this domain."	"Traditional teaching allows for direct observation of students' comprehension and engagement, but the shift prompted by COVID-19 revealed a technological lag in education."	"Traditional teaching barriers: attendance, lateness, participation, lecture repetition, crowded venues, mobile phone distractions, and inadequate technology."	"Online teaching solutions encompass prerecorded lectures, interactive Q&A sessions, lecturer rating systems, seamless sessions, topic discussions for student engagement, and camera participation mandates."
Participant 5	"Online learning offers flexibility and accessibility, enabling personalized learning from anywhere for a diverse student body."	"Pre-pandemic, traditional teaching involved face-to-face interactions in physical classrooms, fostering direct communication, immediate feedback, and real-time engagement for lectures and discussions."	"Post-pandemic, persistent health concerns may prompt increased tech integration in education, necessitating a blend of in-person and online formats to accommodate diverse learning styles amid resource constraints and the challenge of sustaining student engagement".	"Ensure classroom safety and health with proper ventilation, cleanliness, and adherence to health protocols while gradually integrating technology for enhanced teaching experiences."
Participant 6	"Managing online classes for over 800 students posed challenges due to limited interaction, assignment-based assessments, and difficulties catering to special needs amidst distancing issues."	"I cherish teaching for its deep student connections, discerning attendance, robust assessments, and the tradition of approachability fostering understanding."	"Honestly, in my traditional teaching and learning, everything is fine, and my students understand the rules of our class, no late coming, we all participant"	"I wish the institution emphasized the importance of online learning for students, ensuring no one misses out, and provided one-on-one consultations, particularly for those with special needs during COVID-19."
Participant 7	"Online teaching was a myth, something strange that I never thought I would one day be forced to do."	"Teaching was very simple and rudimentary, one had to just come in the class and deliver the expected curriculum without really paying attention to student engagement."	"Regulating student engagement in the classroom Monitoring and evaluation in the class in terms of progress Theres no time to focus on hidden curriculum."	"Leverage interactive online platforms like Zoom, Microsoft Teams, or Google Meet for engaging virtual classes, enabling real-time interaction and collaborative activities, mirroring the classroom experience online."
Participant 8	"Poorly structured courses cause student disinterest; well-structured material and regular contact benefit students."	"Students and lecturers prefer face-to-face interactions to build relationships and ease communication."	"Challenges include practical demonstrations online, time-intensive setups, and disengagement among slower learners."	"Encourages attendance to prevent information loss."
Participant 9	"Appreciation for online education pre-COVID, despite its challenges."	"In-person interactions in classrooms facilitated direct communication and real-time engagement."	"Barriers included digital literacy, technology access, and maintaining engagement and assessment integrity online."	"Advocates for professional development in online teaching to enhance educators' confidence and skills."
Participant 10	"Limited exposure to online tools; primarily used for content uploads."	"Reliance on traditional methods due to unresponsive students despite various teaching attempts."	"Recorded lessons had low engagement and did not improve learning outcomes."	"Plans to continue traditional methods and focus on content necessary for assessments."

Participants	Theme:1 Online Teaching and Learning Before Pandemic	Theme: 2 Traditional Teaching and Learning-Before Pandemic	Theme: 2 Traditional Teaching and Learning-Post Pandemic	Theme: 3 HEI Educators Post-Pandemic
Participant 11	"Did not engage with online teaching pre-COVID, preferring in-person lessons."	"Traditional methods were preferred and effective pre-COVID."	"Common excuses for non-attendance include lack of data and tech resources."	"Suggests improving class appeal to ensure attendance, pending resource provision."
Participant 12	"Valued online teaching during COVID but preferred in-person methods."	"Traditional teaching allowed for active learning and social skills development."	"Found adapting to online methods post-COVID challenging due to reduced interaction."	"Needs more support and resources to blend traditional and online teaching effectively."
Participant 13	"Noted a pre-pandemic rise in online instruction enhancing traditional methods with interactive tools."	"Traditional in-person methods dominated, using textbooks and discussions for effective learning."	"Challenges included maintaining engagement online and technical issues disrupting learning."	"Recommends professional development for educators, flexible course designs, and active learning tactics online."
Participant 14	"Thought online teaching and learning required strong self-discipline and was not reliable."	"Promotes active engagement and a coordinated learning environment."	"Challenges included lack of learning devices, data, and clear communication."	<u>"Solution is to train staff and students on the use of online platforms and provide adequate facilities and equipment."</u>
Participant 15	"Offered a promising avenue for reaching more students despite some reservations."	"Valued for facilitating irreplaceable face-to-face engagement and immediate feedback."	"Hybrid models posed challenges but offered a creative space for blending methods."	"Invest in mixed learning and online ways to enhance education."
Participant 16	"Marked by caution due to concerns about effectiveness and equity."	"Valued for direct interaction but needed to blend with new strategies."	"Blended approach supports a balanced and effective learning environment."	"Adopt interactive online materials and integrate technology in classrooms."
Participant 17	"Viewed as a groundbreaking avenue for educational innovation."	"Valued for fostering interpersonal connections and engagement."	"Hybrid model essential for safety but challenging for interaction quality."	"Use online platforms and game-like elements to enhance online classes."
Participant 18	"Viewed with scepticism due to lack of depth in interaction."	"Preferred for cultivating personal connections and understanding."	"Pandemic forced a shift towards hybrid teaching models."	"Adapt methodologies for real-time discussions in online classes"

5. Discussion

5.1 Online Teaching and Learning before Pandemic

The theme of "Online Teaching and Learning before Pandemic" underscores a period of underutilisation and scepticism towards digital education within the higher education sector. Before the COVID-19 pandemic, online learning was often perceived as a supplementary or secondary mode of education, lacking the engagement and effectiveness of traditional classroom settings. The responses indicate a general lack of preparedness and investment in online learning infrastructure and pedagogical strategies tailored for digital environments (Bao 2020). Furthermore, educators' testimonies reflect a limited recognition of the potential for online platforms to expand access to education and to foster independent learning among students. The pandemic, however, acted as a catalyst for a significant paradigm shift, compelling educators and institutions to rapidly adapt to and embrace online teaching and learning out of necessity (Lederman 2020). This unexpected transition highlighted the importance of digital literacy, the need for robust online learning platforms, and the potential benefits of flexible, student-centered learning approaches that could reach beyond the constraints of traditional classrooms (Hodges, Moore, Lockee, Trust & Bond, 2020).

5.2 Traditional Teaching and Learning

The sentiments expressed regarding traditional teaching and learning methods highlight both the strengths and limitations of this approach. While traditional methods offer in-person interaction, immediate feedback, and a sense of connection between educators and students, they also face challenges such as student absenteeism, reliance on paper materials, and limited opportunities for networking with peers globally (Anero,

& Tamayo, 2023). The COVID-19 pandemic forced a re-evaluation of these methods, revealing both the necessity and potential of integrating technology into education. This shift underscored the importance of adapting to new teaching and learning approaches while recognizing the value of traditional methods in fostering direct engagement and facilitating deeper understanding (Sato, Condes Moreno, Rubio-Zarapuz, Dalamitros, Yañez-Sepulveda, Tornero-Aguilera & Clemente-Suárez, 2023). Moving forward, a blended approach that combines the best aspects of traditional and modern techniques may offer the most comprehensive and effective educational experience, catering to diverse learning styles and needs.

The post-pandemic landscape of traditional teaching and learning reveals a complex interplay between the desire to return to familiar methods and the necessity of adapting to a rapidly evolving educational environment. While educators express a longing for the pre-pandemic era of face-to-face interaction, the shift towards online and hybrid models has exposed numerous barriers, including technological challenges, disparities in access to resources, and difficulties in maintaining engagement and motivation (Elhawa, Alexander & Krajka, 2024). The hybridisation of teaching methods emerges as a pragmatic response, blending traditional approaches with online tools to accommodate varying learning styles while prioritizing safety (Adi Badiozaman, Ling, & Ng, 2024). This transition underscores the need for flexibility and innovation in education, challenging educators to reassess their pedagogical practices and embrace a dynamic blend of old and new techniques to ensure effective learning outcomes in an ever-changing world.

5.3 HEI Educators Post-Pandemic

The discussion on the theme of "HEI Educators Post-Pandemic" suggests a transformative shift in teaching methodologies driven by the exigencies of the COVID-19 pandemic. This transition is characterised by an embrace of digital platforms and a re-evaluation of pedagogical approaches to enhance student engagement and learning outcomes. For instance, educators now recognise the importance of integrating technology into traditional teaching environments, not just as a temporary solution but as a long-term educational strategy. This adaptation includes the innovative use of applications like WhatsApp alongside traditional learning management systems (LMS) to maintain student engagement (Martin & Bolliger 2018). Additionally, the emphasis on flexibility in teaching methods and the provision of resources such as internet access reflect an understanding of the need to mitigate the digital divide and support diverse student populations (Bond, Bedenlier, Marín & Händel, 2021). The pandemic has accelerated the adoption of blended learning models, compelling educators to refine their approaches to ensure that both in-person and online learning environments are effective and responsive to students' needs (Raes, Detienne, Windey & Depaeppe 2019). The shift towards more dynamic and interactive online learning environments underscores a broader movement within higher education towards inclusivity, accessibility, and the leveraging of technology to foster educational resilience and innovation in the face of future challenges.

6. Recommendation for Future Research

The paper advocates for a strategic shift in higher education post-pandemic towards hybrid learning models, blending online and traditional teaching to cater to diverse learning preferences and ensure educational resilience. Emphasis is placed on significant investments in digital literacy and robust online platforms to enhance accessibility and effectiveness for all students, alongside continuous professional development for educators and students to bridge the digital divide and foster inclusivity. Collaboration among stakeholders is urged to embrace technological advancements and pedagogical innovations for a future-proof and equitable educational landscape. Future research should prioritize investigating the long-term impact of hybrid pedagogies on student outcomes, retention, and engagement, while addressing equity and access to ensure all students have equitable learning opportunities. This comprehensive approach aims to promote social justice and optimize educational practices for inclusivity and effectiveness.

7. Conclusion

In conclusion, the upheaval brought about by the COVID-19 pandemic has fundamentally reshaped the landscape of teaching and learning within higher education. What was once perceived as a secondary mode of education, online learning, has now become an integral component of educational strategies, complementing traditional methods. The pandemic served as a catalyst for change, forcing educators and institutions to rapidly adapt and embrace digital platforms, leading to a re-evaluation of pedagogical approaches and the integration of technology into teaching practices. As we move forward, the hybridization of teaching methods, blending the strengths of traditional and online approaches, emerges as a pragmatic response to the challenges posed by the pandemic. This transformative shift underscores the need for flexibility, innovation,

and inclusivity in education, ensuring that students are equipped with the skills and resources necessary to thrive in an ever-evolving world.

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