Teachers' Primary Roles in the New Normal: Through the E-Learning Perspective

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Abstract:- This study aims to emphasize challenges and discussed and how e-Learning has influenced teaching and learning during pandemic. It is confirmed that the effects of effort expectancy based on the goals of academics to embrace and make use of e-learning It was revealed that the users aim to make use of uneasy to adopt a system that demands less work from individuals, allowing them to devote more time to other pursuits. E-learning has the potential to improve the world by teaching, raising awareness, and bridging the gap between the rich and the less privileged in developing countries. E-learning employs technology tools to allow students to study whenever and wherever they want. It entails training, knowledge delivery, and motivating students to communicate with one another, as well as exchange and appreciate differing viewpoints. It facilitates communication and strengthens learning interactions.

Keywords:- Teacher, Primary Role, New Normal, E-Learning, Perspectives.

I. INTRODUCTION

In general, there has been a teacher-centered focus on conveying data from skilled to novice in higher education. Education, population demographics, and student routines are all converging these days to motivate students to become self-directed, life-long learners who make meaning equally, independently, and socially. These challenges, when considered together, need a cultural shift in higher education that is both essential and difficult for instructors and students. If this were still the case, competency and quick transfer of abilities and understanding would be the most important factors to consider. Of course, such a teaching-centered strategy is no longer feasible; teaching students all they will need to know in their area is, at best, immature thinking. As a result, education goals based on content, or curriculum, are becoming less relevant. The focus shifts away from teachers as experts, away from learning facts and knowledge that are often incorrect or obsolete by the time a graduate need to utilize them, and toward techniques that focus on learning and the learner as a result of these and other variables.

II. DISCUSSION

Teachers' present technology usage.

The number of teachers lack the necessary pedagogies for efficient education integration.in technologies, according to studies (Al-Zaidiyeen, Lai Mei, & Fook, 2010; Ertmer & Ottenbreit-Leftwich, 2010, 2013; Prestridge, 2012; Tsai & Chai, 2012). Furthermore, technology integration achievement takes measured in terms of how widely or prominently it has been used in classrooms rather than if the teacher able to use to achieve learning outcomes that are "new, better, or more "relevant" (Moyle, 2010). Given that there have been computers in schools more than four decades and that most developed countries now have a 'digital classroom,' there are concerns that the 'status quo,' as stated by Ertmer and Ottenbreit-Leftwich (2013), will endure for some time. To put it another way, teachers are still delivering content via technology. Students learn mostly "from" computers by "Googling" material and completing tasks. Hsu (2016) conducted a recent research on K–6 (kindergarten to sixth grade students) instructors depend significantly in the internet for the practices of representation and information. Ertmer and Ottenbreit-Leftwich (2013) utilized the term 'technology-enabled learning' as an emerging notion for the technology–pedagogy interaction that supports students' meaningful learning with technologies, emphasizing both the learning process and student-centered pedagogies rather than technology integration as an end goal in itself. A better understanding of the process through which teachers construct this conceptualization is essential for technology-enabled learning to be realized in classrooms, as one example would classify it as a "pedagogical belief" or "pedagogical orientation," rather than just a "new" technique.

Teachers' pedagogical ideas and practices towards the use of technology

True understandings, premises, or propositions concerning education (Tondeur, van Braak, & Valcke,2007) are developed over a long period of time, beginning with life as a classroom learner. (Keys,2007; Richardson,2003) as well as the various professional settings in which instructors find themselves (Prestridge, 2012). These could be considered educational technology goals, objectives, or reasons. Tondeur et al. (2007) Learning basic computer

skills (technological competency), functioning as an information tool (researching and processing information), and serving as a learning tool were identified as three types of goals for employing technology in educational settings (to practice knowledge and skills).

Modern instructors' evolving roles and responsibilities

Traditional teachers' only responsibility was to pass on their knowledge and skills to their students. However, education has changed dramatically as a result of time, globalization, and technological advancements. Information is now accessible from everywhere, at any time, and on any subject. As a result, teachers' roles have altered to assist students in developing skills and tools for critically analyzing the vast amount of information available from many sources. Modern education and teaching emphasizes more in-depth, student-centered learning methodologies that evaluate, develop, create, and demonstrate comprehension. It does not only emphasize the transmission of information, ability, or application related to a specific topic.

E-learning as a tool: solution for pandemic disease

In industrialized countries, where most educational institutions have been offered courses online for some time, e-learning or online learning has become extremely popular. E-learning has gained popularity in underdeveloped countries in recent years. The idea is that, despite technical and financial constraints, e-learning can show to be a fun and effective tool to facilitate learning in poor countries. In order to introduce better learning designs, it is necessary to research future learning trends, particularly those concerning learning strategy and content. Learners can learn anywhere, whether it in the classroom, library, or at home, at any time, be it in the morning, afternoon, or evening, from anyone, implying that learners can have numerous learning sources i.e. (Etana,2020).

III. CONCLUSION

As this pandemic was an unprecedented circumstance, many educational institutions were unprepared for the consequent events to occur, causing a lot of confusion and chaos. Due to the pandemic, many institutional educators decided to adopt an entirely online education system. As such, teachers and professors were required to learn how to use telecommunication by means to teach students in their classes, while students were required to adapt to a fully online classroom. Further, students and educators were required to adjust promptly to the new measures being announced as well. As one can imagine, a great deal of stress was endured by many students, professors, and higher officials during this already difficult time. Although in today's society, technology was highly relied upon for education prior to COVID-19, many individuals were not prepared to fully go onboard with e-learning. The use of digital tools for teaching and learning is known as e-learning.

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