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REPORT ON ONLINE TEACHING AND LARNING

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Although online teaching has been encouraged for many years, the COVID-19 pandemic has promoted it on a large scale. During the COVID-19 pandemic, students at all levels (college, secondary school, and elementary school) were unable to attend school. To maintain student learning, most schools have adopted online teaching. Therefore, the purpose of this study was to explore the design of online teaching activities and online teaching processes adopted by teachers at all levels during the pandemic. Online questionnaires were administered to teachers who had conducted online teaching (including during the formal suspension of classes or simulation exercises) due to the pandemic. According to a quantitative analysis and lag sequential analysis, the instructional behaviours most frequently performed by teachers were roll calls, lectures with a presentation screen, in-class task (assignment) allocation, and whole-class synchronous video-/audio-based discussion. Thus, there were six common significant sequential behaviours among teachers at all levels that were categorized into the four instructional stages of identifying the teaching environment, teaching the class, discussing and evaluating learning effectiveness. College teachers reminded students of some matters first and then called the roll after the students went online. Secondary school teachers were more likely to arrange practical or experimental courses and to use synchronous and asynchronous interactive activities. Finally, elementary school teachers were more likely to use homemade videos and share their screens for teaching and to arrange a large variety of teaching interactions. The differences among colleges, secondary schools, and elementary schools were identified, and suggestions were made accordingly.

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Students attending online lectures







