Chapter 5
New Perspectives on Communication During the COVID–19 Pandemic:
An Inventory of Lessons Learned

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ABSTRACT

This chapter approaches the problematic of communication in teaching-learning activities in higher education during the crisis generated by the COVID-19 pandemic. The authors have proposed to present a theoretical and practical approach to the effective communication in teaching, with the objective of knowing which are the opinions of students on communication skills and motivation of them in the class-room. The study included a total of 261 students from different faculties at the University of Bucharest, who were a Likert-scale survey in the period May -July 2020. Results of the analysis of research data shows that students have seen their ability to concentrate and motivation to perform tasks affected, but they did not leave university. In this respect, most difficulties were in carrying out teamwork than individual. The adaptations made by the university during confinement have been positively appreciated. The research findings coming according to recent studies confirm that without communication the teaching and learning process will not take place.

INTRODUCTION

This chapter is organized in two parts: in the first part, presented the importance of communication during the Covid-19 pandemic for teaching-learning process, the classroom management in activities online and the second part shows the research methodology, results of research and finally conclusions.

Communication processes involves verbal, nonverbal and para verbal components and is designed to mediate student and teacher behaviour. The impact that partners exercised over others depends on the quality and depth of interaction. Classroom is a complex communication space.

Effective communication in educational field is based on the ability to expressed ideas and views clearly, with confidence and concisely, permanently adapting content and style to the class.

Interaction between students and teachers can contribute to effective communication in the classroom or may be the source of problematic situations. Learning doesn't just take place in the classroom, but outside of it as well, and it is necessary communication skills building.

LITERATURE REVIEW

Communication can be defined as the process by which ideas, information, opinions, attitudes and feelings are conveyed from one person to another. The communicator or sender is the person who initiates communication by sending a message. The receiver is the person who completes the communication by receiving the message and responding to it. Communication is a vital skill for almost any profession, especially for teachers, in teacher-student relationship.

According to Fenn (2014) it is necessary that the process of communication is understood mutually by the teacher and the student to make the teaching-learning process effective.

The Concise Oxford Dictionary defines the word Communication as 'the act of imparting, especially news', or 'the science and practice of transmitting information'. These definitions clearly show the link between 'teaching' and 'communication'. Teachers impart new knowledge constantly, or transmit information to the students. In fact, the reverse also holds good especially in today's context of enormous materials available to all through the Internet (apud. Fenn, 2014, 53).

Based on the literature and reviewing various studies about the profile university teaching staff, the qualities expressed by the research participants were grouped into eight dimensions, among which we find the relational competences - dialog with students, tutoring activities etc. (Duță, Pânișoară & Pânișoară, 2014).

How effective we are as teachers has a great deal to do with how we communicate. We communicate ideas, information and expectations in a variety of ways – through speaking, through gestures and other body language, and through the written word, for example.

We need to be aware of how we communicate because:

- Communicating effectively can help teachers have a "presence" in the classroom that motivates students and facilitates learning;
- We may send unintentional messages if we are unaware of things such as our body language;
- New technologies present new opportunities for communicating with students.

In March 2020, universities in the world transitioned to online education in response to the COVID-19 pandemic and intensified the focus on collaboration in online learning.

Today, the online communication is considered one which we need to embrace. Technology in education opens up a huge world of possibilities as to how we convey, share, and engage with students presenting different ideas, facts and theories. Innovative technologies not only have the potential to evolve pedagogi-

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