Chapter 8
Knowledge Management in Times of Pandemic:
Insights From Humor on Social Media

Lubna Akhlaq Khan

National University of Modern Languages, Islamabad, Pakistan

ABSTRACT

This research began with an assumption that what matters to people gets a verbal stamp. Here, the focus is on the social media jokes about online classes, analysed through linguo-cultural approach by Petrova. The analysis revealed that the teachers are facing problems and students are taking advantage of their teachers' technical illiteracy. The highest dense category consists of jokes about students' non-seriousness toward their online lectures. There are serious discipline issues and distractions. Students have devised new excuses to avoid online classes and assigned home-based activities. Some posts even depicted poor prospects for these ill-trained students. Online classes have been depicted as a useless activity. This hierarchical arrangement of the semantic densities revealed the concerns of the current social-media users in Pakistan. Policymakers and content creators should come up with sagacious measures to make the best of these virtual classrooms and address the genuine concerns of all the stakeholders.

INTRODUCTION

The episode of COVID-19 worldwide has been obliterating a large number of people's lives while undermining the world's conventional arrangement of living. The brief lockdown has been picked as the best choice to stifle the world's currently dread Covid virus' clutch. The nationwide lockdown approaches lead to schools/colleges/universities' closures, which disturbed the class-based instructional framework and lingered the enrollment of the students of all levels. During the COVID-19 pandemic, teachers and students were not as intense in online classes as they used to be in face-to-face meetings, previously. The training process, which is usually administered in classrooms interactively between teachers and students, is experiencing obstacles within the middle of this pandemic. Before the pandemic, usual greeting activities and sitting together to share experiences were part of the lifestyle of teachers and

students. The teacher used to embrace and reinforce with physical intimacy (pat, hugs, claps). Students used to play happily and share their food with their friends. Such an atmosphere is no longer available during this pandemic. Students begin to feel lonely playing alone at home, not getting direct guidance from the teacher to study at home (Supena et al., 2020). Other psychological effects experienced by teachers and students are diverse and complex. Some teachers feel less productive in developing their teacher professionalism by working from home, and vice versa, students are not motivated to study at home. There are sometimes creating misunderstandings related to teacher instructions to students, either through online, semi-online, or offline assignment communication. This affects the level of understanding of students and even parents who accompany them at home. So it becomes a challenge for teachers to transfer meaningful information that is productive for students. In this capricious emergency, new media and new methodologies of schooling are needed to enable the system to go undisrupted. Thus, numerous schools/colleges of the world are offering their services online (Ramij and Sultana, 2020).

The Covid has unfurled numerous difficulties to the world's exceptionally old frameworks, including individuals' ways of life, wellbeing, instructive framework, exchange and organizations, and mechanical framework. The effect of COVID-19 on worldwide schooling can be portrayed as ruinous since numerous students are being denied education for more than six or seven months. UNESCO report showed this interruption in the schooling affected students' lives and, therefore, the general public and the educational network. Along these lines, almost all the nations are managing the topic of how students can learn amid this delayed lockdown situation (Ramij and Sultana, 2020). After the huge number of schools were shut in March 2020, teachers faced critical difficulties in adjusting to the internet-based education, coping up with the least communication with their students, and supporting them learn and progress. In any case, the degree to which instructors have effectively tackled these difficulties and which elements are most pertinent stay obscure (König, Jäger-Biela, and Glutsch, 2020).

In September 2020, the lockdown was practically finished and had influenced almost 90% of the overall students, very nearly 200 nations, and over 1.5 billion students. The mass school closure was essentially a handy solution received in not exactly ideal conditions. The squeezing scramble with which numerous instructive establishments moved to online training may have kept them from tackling its qualities and confronting its restrictions (Giovannella, Passarelli, and Persico, 2020). This research will try to answer the following questions: 1) How is online teaching being perceived by teachers and students as depicted in Corona related social media memes? 2) What are the most frequent concerns related to online teaching during Corona related memes?

SIGNIFICANCE OF THE STUDY

This study will assist in understanding the students' and teachers' perceptions of online teaching during the COVID-19 Pandemic. Based on humorous memes about online teaching, teachers, and students' responses, it tends to open a window in educational setups trying to improve the students' information and abilities through online mode. Other researchers have done their work on serious discourses during this pandemic, which has created a gap to find out different problems during online classes through humorous posts on social media. The systematic analysis of social media jokes would help us see how people sort out their environmental factors and use methods for dealing with stress, for example, by narrating/sharing jokes during times of emergency. Humor improves mindfulness, strengthens agreeability, decreases counterarguments, and does not block the understanding of the message (Xiao, Cauberghe, and

Related Content

Information Technology, Political Institutions, and Generalized Trust: An Empirical Assessment Using Structural Equation Models
Blaine Robbinsand Maria Grigoryeva (2010). *International Journal of Dependable and Trustworthy Information Systems (pp. 55-69).*
www.irma-international.org/article/information-technology-political-institutions-generalized/46938

Establishing Software Integrity Trust: A Survey and Lightweight Authentication System for Windows
Yongzheng Wu, Roland H.C. Yap, Rajiv Ramnathand Felix Halim (2010). *Trust Modeling and Management in Digital Environments: From Social Concept to System Development (pp. 78-100).*
www.irma-international.org/chapter/establishing-software-integrity-trust/40777

Mobile Trusted Computing Based on MTM
Jan-Erik Ekberg (2010). *International Journal of Dependable and Trustworthy Information Systems (pp. 25-42).*
www.irma-international.org/article/mobile-trusted-computing-based-mtm/51603

Incorporating Social Trust into Design Practices for Secure Systems
Piotr Cofta, Hazel Lacohéeand Paul Hodgson (2010). *International Journal of Dependable and Trustworthy Information Systems (pp. 1-24).*
www.irma-international.org/article/incorporating-social-trust-into-design/51602

Changes in Consumer Behaviors During the Pandemic and Virtual Strategies for Acquiring and Keeping Customers
Mustafa ehirli (2021). *Impact of Infodemic on Organizational Performance (pp. 176-194).*
www.irma-international.org/chapter/changes-in-consumer-behaviors-during-the-pandemic-and-virtual-strategies-for-acquiring-and-keeping-customers/278932