Chapter 8
New Normal of Education:
Practical Implementation of Teaching and Learning Online in a Diverse Environment Across the Globe

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ABSTRACT

This chapter aims to report the effectiveness and practical implementation of teaching online in a diverse environment for schools across the globe during the pandemic. A narrative review of the published studies investigating teaching and learning during a pandemic is reported. Discussion and literature analysis are themed according to the dimensions of teaching and learning during the pandemic. The critical review is made at the end of this chapter and draws a broad conclusion towards the new normal of education.

INTRODUCTION

According to recent research, more than 90% of education ministries worldwide have implemented remote learning via radio, television, or the internet (UNICEF, 2020; UNESCO et al., 2020; Dreesen et al., 2020). While no remote learning tool can replace the classroom learning experience, several technologies have aspects that make them more resembling classroom environments. Television and radio require pre-recorded programming, making interactive, live lessons difficult. In comparison, digital technology such as the internet, personal computers, tablets, and smartphones may be better suited to simulating classroom interactions.

According to UNESCO, there were 174,340,565 students in Pre-primary, 738,047,794 students in Primary, 331,042,839 students in Lower Secondary, and 262,900,799 students in Upper Secondary, totaling 1,506,331,997 students worldwide who were affected by school closures due to the Covid pandemic in 200 countries.

- **Note 1:** The figures are based on the period from 11 March 2020 to 2 February 2021.
- **Note 2:** UNESCO. 2020. Global monitoring of COVID-19-related school closures (https://en.unesco.org/covid19/educationresponse)
- **Note 3:** Enrollment estimates are derived from the most recent UNESCO Institute for Statistics data.
- **Note 4:** The following definition of school shutdown complies with UNESCO's methodology:

When the closure of four schools affects most, or all of the kids enrolled in pre-primary, primary, lower, or upper secondary, the closures are deemed complete. Partial closures relate to schools being shuttered in specific administrative areas of a country or operating at reduced capacity for some grade levels. Finally, a completely open status indicates that classes are held in-person for all pupils and grades.

Since the expansion of COVID-19 to the rest of the world, including Malaysia, 100% of face-to-face learning has shifted to online learning. Online learning can be seen as a technology that enables a more student-centred, inventive, and flexible learning process. Online learning is defined as "experiences of learning in synchronous or asynchronous contexts using a variety of devices (e.g., mobile phones, computers, etc.) equipped with an internet connection" (Dhawan, 2020). Because online learning has both advantages and disadvantages, as discussed in the articles read, face-to-face learning has become an option.

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