

# Impact of COVID-19 on transformation of Teaching, Learning and Assessment

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*COVID-19 had a major impact on transformation and innovation in field of Education. The in person, online and hybrid mode of teaching, learning and assessment evolved and transformed the secondary and higher education by development of various educational platforms which were able to offer blended teaching, learning and assessment to improve student learning outcome.*

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## **Teaching**

**Before COVID-19** - Teaching was delivered using traditional chalk and talk method in-person smart classroom and lecture rooms.

**During COVID-19** - Synchronous teaching was delivered using online boards offered by various Platforms such as Zoom, Microsoft White Boards, Microsoft Teams, Google Jam Boards etc which were integrated with joystick was used to explain the concepts and pass on the knowledge. The live sessions were recorded and acted as a means of tutorials for students as well. Use of document camera also improved the live synchronous teaching. The asynchronous students were taught using platforms such as Moodle and Canvas by posting discussion forums which would impart concept and enhance knowledge with aid of recorded videos and peer reviewed articles.

## **Learning**

**Before COVID-19**- The in-person activities based learning for classroom and lecture room included integration of activities such as Think-Pair-Share, Write-Pair-Share, Stump Your Partner, Fish Bowl Debate, Aesthetic Presentations, Multiple Choice - I-Clicker questions, Team Based Learning, Jig-Saw etc.. The hands on laboratory based activities were also part of the lesson and lecture plans.

**During COVID-19** - The virtual activities included integration of Think-Pair-Share, Write-Pair-Share, Stump Your Partner, Fish Bowl Debate, Aesthetic Presentations, Team Based Learning, Jig-Saw using platforms such as Padlet and Chat Box of Zoom, Microsoft Teams and Google as a means to ask students to respond both in written and present answers during live session. Virtual simulations were integrated both in lessons and lectures to enhance the knowledge and skills. Virtual laboratories Hands-On and Online Labs were integrated to complement the in-person research skills and knowledge.

## **Assessment**

**Before COVID-19** - The in-person assessment and proctoring were part of the institutional policies. Students appeared for both formative and summative assessment at periodic intervals.

**During COVID 19** - The virtual assessment included integration of google forms, google docs in synchronous lessons and lectures to challenge students and multiple choice questions for asynchronous students. The synchronous proctoring was recorded. Homework as open book assessment also became part of the assessment.

Students were also able to do receive research projects guidance via synchronous and asynchronous platforms.