MEDIA

TEACHING AND
LEARNING IN
POST PANDEMIC

DME

Editors:
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Dr. Susmita Bala
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2022

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Chapter 1

USING ONLINE TOOLS TO IMPROVE E-CONTENT GENERATION AND DELIVERY

Mohd. Kamil

Using online tools to improve e-content development and distribution in education has proven to be beneficial. Online technologies provide educators with a variety of features and functionalities that enable them to generate compelling and interactive e-content for their students (Wu et al., 2022). Templates, multimedia integration, and user-friendly interfaces are provided by online platforms, making material creation accessible to teachers with varied degrees of technological experience. Furthermore, collaboration features allow educators to collaborate remotely, exchanging ideas and resources to improve the quality of e-content. Web platforms provide efficient methods of delivering e-content, enabling instructors to conveniently disseminate and track student progress(Ogbonna et al., 2019). They offer assessment, feedback, and data analytics capabilities, allowing teachers to monitor and alter their content to fit the individual requirements of their students. Educators may improve the development and distribution of e-content by using the power of internet platforms, offering students with interactive and personalised learning experiences.

Online tools can be used to improve e-content generation and delivery in a number of ways. For example, they can be used to:

Create interactive content

Online tools can be used to create interactive content that allows students to engage with the material in a more meaningful way. For

IMPORTANCE OF IDEA CREATION IN TEACHING-LEARNING PROCESS

Vishal Sahai

2.1 Introduction Idea Creation

The most difficult difficulty for any teacher is grabbing students' attention and conveying information in a way that they remember long after they leave the classroom. To achieve this, the classroom experience must be reinvented, and novel ideas to improve teaching and learning methods must be implemented. So here are some creative suggestions to help teachers revamp their teaching approaches and make their classes more engaging. Application of innovative approaches in educational institutions has the potential to not only improve education, but also to empower people, strengthen governance, and galvanise efforts to attain effective learning outcomes (Namitha, 2018). The purpose of this paper is to suggest useful innovative teaching methods and ideas which could easily be imparted to the students.

Innovative teaching practices do not usually entail adding cutting-edge technology into the classroom. Instead, creative teaching is the proactive use of novel teaching ideas and methodologies in the classroom. The goal of using these new teaching strategies and methodologies is to improve academic performance and address real-world issues to promote fair learning.

2.2 How do innovative ideas contribute to good teaching?

Chapter 3

RE-IMAGINING EVALUATION IN THE POST-PANDEMIC ERA

Sukriti Arora

3.1 What has been happening?

The COVID-19 pandemic has significantly impacted education, particularly in the way students are evaluated. In the pre-pandemic era, evaluation was seen to measure student learning and meet certain standards. However, the pandemic has forced us to rethink evaluation in a more equitable, authentic, and meaningful way. To re-imagine evaluation, we need to focus on formative assessment, which is ongoing and provides feedback for students to improve their learning. Using a variety of assessment methods, including traditional methods like quizzes and exams, as well as more authentic ones like projects, presentations, and portfolios, can provide a more comprehensive picture of student learning. Equity is crucial in re-imagining evaluation, as it should not disadvantage students with different learning styles or face challenges during the pandemic. Additionally, it should be fair and not discriminate against students based on race, ethnicity, gender, or other factors. Re-imagining evaluation is an ongoing process that is essential for the future of education. By being flexible and adaptable in our approach to assessment, we can create a more equitable, authentic, and meaningful assessment system that benefits all students.

3.2 Issues with Online Evaluation

CRAFTING THE CONSTRUCTIVE CLASSROOM: PEDAGOGY AND PRACTICE

Medhavi

4.1. Introduction

The conflict between traditional and modern education has raged for generations. It is typically viewed as a conflict between two rival ideas, with supporters of both contending that their technique is the only way to properly educate students. It eventually comes down to personal preference and what works best for each learner. To fully comprehend this, we must first discuss how current education affects our life, which form of education should be chosen to be implied, and, most importantly, what are the merits and cons of traditional education and modern education are. Here in this article the concepts of traditional education, modern education will be thoroughly discussed.

This article will also focuses on the two concepts i.e., the teacher-centered learning strategy and the student-centered learning paradigm (Agrahari, 2016). The teacher-centered learning strategy is generally known as the more traditional or conventional method of teaching. The student-centered learning paradigm, on the other hand, promotes greater harmony between the teacher and the student, with each having a role in the process of learning. In this approach although the instructor retains authority, but is more likely to serve as a facilitator, coaching and aiding learners in their learning. This method, which has risen in popularity over the last several decades, promotes student choice and fosters student interactions, embracing the notion that in order for a student to actually learn, they must be actively participating in the process.

Chapter 5

PSYCHOLOGICAL FIRST AID: UNDERSTANDING STUDENTS IN THE BLENDED MODE OF TEACHING

Mudita Raj

5.1 Introduction

The COVID-19 pandemic has had a substantial negative influence on people's mental health, especially students, in addition to posing serious hazards to their physical health (Arslan et al., 2022). In the modern world, mental health issues, such as the process of recovering from trauma, are more important than ever and demand immediate attention. The COVID-19 pandemic has exacerbated the student mental health crisis, underscoring the need for prompt and effective trauma rehabilitation. Prioritizing and boosting mental health services is crucial to delivering prompt assistance to students in need as educational institutions are now progressively returning to normal (Mann et al., 2021; Priestley et al., 2022). Teachers may assist their students in overcoming trauma, rebuilding their life, and overcoming adversity by creating a supportive environment, spreading awareness, and ensuring resources are available. With a major focus on psychological first aid, this article examines the experiences and difficulties commonly faced by students who suffer from mental health issues in their life.

Globally, there have been significant changes in educational institutions over the past few years. The Covid-19 epidemic has caused a significant change in how educators teach, and while some

ETIQUETTES OF THE INEVITABLE VIRTUAL WORLD

Sumantra Sarthi Das

6.1 ONLINE Mode of Learning-   Love it or hate it but cannot ignore it

Online learning has revolutionised the educational landscape, offering convenience, flexibility, and accessibility for individuals of all ages and backgrounds. Online learning eliminates geographical barriers, provides digital resources and interactive tools, and encourages self-paced learning (Anderson, et. al 2015). However, some may harbour reservations or disdain for online learning due to concerns about social interactions, lack of immediate feedback, and motivation. Technical difficulties or limited internet access can also pose obstacles for individuals, but it is essential to address these concerns by designing online learning platforms with user experience in mind, providing adequate support systems, and providing interpersonal engagement opportunities(Ziegeldorf et al., 2013). The COVID-19 pandemic has further accelerated online learning adoption, forcing educational institutions and learners to adapt. To harness the strengths of online learning while mitigating its limitations, ongoing efforts must be made to improve access to technology, and reliable internet connections, and provide professional development and training for educators. By embracing online learning and leveraging its potential, we can create inclusive, flexible, and engaging educational experiences for all.

6.2 Thinking about pre-covid and during   covid phase of teaching

The pre-COVID and During COVID phases of teaching in education were marked by a stark contrast in the educational landscape. Before the pandemic, traditional classrooms were filled with social interaction, group discussions, and direct teacher guidance. However, the COVID-19 pandemic disrupted this familiar setting, leading to a swift transition to remote and online learning. Teachers faced new challenges, such as adapting their teaching methods to virtual platforms and navigating unfamiliar technology. Despite these challenges, the during-COVID phase of teaching showcased the resilience and adaptability of educators. They quickly embraced digital tools, learning management systems, and video conferencing platforms to deliver lessons and connect with students remotely. They creatively incorporated multimedia resources, interactive activities, and virtual simulations to maintain student engagement and enhance the online learning experience. The experiences of pre-COVID and during COVID teaching emphasize the

Chapter 7
KRANTI IN CLASSROOM

Sruthi V.S.

At a time of unprecedented technological innovations, digital disruption, technology is pervading has changed every aspect of learning by transforming classrooms into interactive, connected and engaging environments. This has created a huge challenge for educators in choosing a meaningful devices which will enhance the learning that's happening in their classrooms. Digitalisation has provided a platform that allows teachers, students, and creators of educational content to come together in a virtual world Bilyalova et al. (2019). This new way of learning and teaching is becoming more popular and is seen as the future of education. This new type of learning that is not limited by time, place, or the number of people involved. We are working with new technology like blockchain to make this possible and help schools in India become more digital and efficient.

With new platform, students can explore different subjects and places more effectively. They can also meet and learn with other students from all over the world. Additionally, we aim to improve the efficiency of teachers and students in the classroom with the launch of our classes. This will allow students to enter a digital classroom and explore simulated environments, making their learning experience more immersive.

7.1 Media Classroom

One of the key technical challenges in creating media classroom is the limited availability of options when it comes to hands on practice. A

E-CONTENT GENERATION AND DELIVERY: 4 QUADRANT APPROACH

Dr. Manasvi Maheshwari

E-content delivery refers to the electronic distribution of educational materials, resources, and instructional content through digital platforms and technologies. It involves the use of digital tools, such as computers, tablets, or mobile devices, to deliver educational content to learners. E-content can include a wide range of materials, including textbooks, lectures, videos, interactive modules, assessments, and multimedia resources.

E-content delivery offers several advantages over traditional print-based methods. It provides flexibility in accessing and consuming educational content, as learners can access materials anytime and anywhere with an internet connection. It also allows for interactive and engaging learning experiences through multimedia elements, interactive activities, and simulations.

Digital platforms and learning management systems (LMS) play a crucial role in e-content delivery. These platforms serve as centralized repositories for organizing, storing, and distributing educational materials. They provide features for content creation, collaboration, communication, and assessment. Examples of digital platforms and LMS include Moodle, Canvas, Blackboard, Google Classroom, and Microsoft Teams.

E-content delivery can support various educational settings, including traditional classrooms, online learning environments, or blended learning models that combine in-person and online instruction. It has become especially relevant in recent years, as advancements in

Chapter 9

USE OF COLORS IN COMPREHENSION AND RETENTION OF LEARNERS

Dr. Susmita Bala

It is now a well known fact that the use of color in educational materials plays a significant role in evoking a range of emotions in students and also in grabbing their attention. A visual design serves two purposes, first to help learners comprehend information cognitively and secondly to successfully change their attitude and motivation. To put it another way, the first role is to affect how students think, and the second is to affect how they feel. Cognitive skills are defined as the manner that students perceive, think, memorize, pay attention, and understand their lessons.

Memory is divided into three parts: sensory memory, short-term memory, and long-term memory. When information initially enters the sensory memory, it will pay it a brief amount of attention, analyse its physical and sensory characteristics, and then transfer the information to the short-term memory for identification and tagging (Wickens & Carswell, 2021). The information that is subsequently examined will be permanently stored in the long-term memory. When students scan the information and pick out the pieces that need more thought, they need to pay attention. Studies show that when someone pays attention to anything, they are actually choosing and concentrating on a specific amount of information to be processed in their cognitive system.

Colors can assist students pay more attention to specific materials, which can then help that information transfer to their short and long-term memories, increasing the likelihood that they will remember it (Chang et al., 2018). For instance, it has been found that warm hues like

BACK TO CLASSROOMS: PERSPECTIVES FROM STUDENTS

Dr. Manmeet Kaur

10.1 Going Offline: Welcome to College

Students are conflicted about returning to class. Some youngsters are looking forward to returning to school and seeing their classmates and teachers. They are excited to learn in a more traditional setting and to have more opportunities to engage with their peers and professors. Others are less thrilled about returning to school. Students are concerned about the possibility of getting COVID-19, and are aware to the need to wear masks and maintain social distance (Hamza et al., 2020). They may also miss the convenience of online learning, which allowed them to learn at their speed and attend class from the comfort of their own home. Students are generally adjusted to the new normal of in-person learning. They are learning to weigh the risks and benefits of returning to the classroom.

10.2 Back to Classrooms: Perspectives from Students

Desires: Students are ready to return to classrooms because they miss the face-to-face interactions, social ties, and shared experiences that online learning may have provided. They want the lively and dynamic ambience of classroom debates, engaging in-person collaborations, and the sense of community that comes with physically being there in a learning environment.

ABOUT DME

DME Media School, one of the top media schools in the country, focuses on the growth of the faculty members and the students through academic and co-curricular activities. Its flagship programs include International Media Conference ICAN, International Film Festival CIFFI and Convention of Media Students Vritika. Media School also organizes Inspiration programme Vibrant India Series, Chat Show face2face and B G Verghese Lecture Series. DME Media School organizes Faculty Development Programmes (FDPs) and Peer-to-Peer FDPs on teaching methodologies and media research regularly.

This book is an outcome of Two-Day Peer-to-Peer Faculty Development Programme (P2P FDP) on Media Teaching and learning in post pandemic era was organized by DME Media School on March 4-5, 2022. The P2P FDP was supported by SPARC the student Council of DME Media School and DME-IQAC. It was the first time that students of a media school attended the presentations of faculty members. The faculty members made presentations and each presentation was followed by discussions and deliberations.