REVIEW ARTICLE

Improving the Quality of Teaching and Education Methods Prepare for Post-Corona Pandemic

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Abstract

The subject of this paper is to show the important part that humanity must prepare in the pandemic and beyondin order to be ready for any other pandemic in the future. This paper aims to evaluate teaching and education under COVID-19 impact and to extract lessons in this field to provide solution improving the quality of educators approaches through scientific evaluations, leading to multiple transparency mechanisms to increase the quality of teachers at all levels. We discuss issues and government consequences to provide full support for the provision of modern education requirements,the analysis showed that the teaching methods employed avoided a worsening of the student results under the observed one. This paper also includes students and teachers respond to the methods used to show important benefits to them.

Keywords: Covid-19, Teaching and Education, Pandemic and Beyond, Quality of Teachers, Education Methods, Feedback

1. Introduction

The sciences of education (SE), contribute to the study of different aspects of education, which appeal to various disciplines: educational history, education sociology, discipline teaching, learning psychology, and philosophy.

The sciences of education like any field of higher education; at least two separate goals must be accomplished today Supplementary: to generate scientific information and to prepare students for the project, jobs, employment. More ancient tradition, engineering schools and even university institutes Technology a global revolution is now being observed more general professionalization in university studies.

Many writings explain the genesis of the "Science of Education" discipline. Example of the thesis of J.Gautherin (1991 [1] or Es journal. Pleasure and G. Vergnaud (1993) [2] which track the first appearance of the term "educational science" at home. M.-A. Jullien, author of two books (1812 and 1816) on educational situations, and public education in various countries in Europe, the use of the plural and the word "education sciences" emerged (very shyly) at the beginning of the twentieth century. For example, a school of education sciences, more commonly known as Institut Jean-Jacques Rousseau, was founded in Geneva in 1912 (Hofstetter & Schneuwly, 2001). After almost a disturbance of more than fifty years (1914-1967), a decree creates an ES license In Bordeaux, Caen and Paris, three founding professors were introduced, Dr. M. Debesse, J.Chateau and G.Mialaret. t. The SEis then formally admitted as an academic discipline.

The ES now constitutes, in the context of universities and higher education, a field primarily devoted to teaching and study in education and training in the widest sense. Its highly diversified educational offer is provided by departments at all levels of higher education beginning with the third year of graduation since 1967. It is targeted at professionals already employed as well as students wishing to participate in this area. Training curricula reflect the involvement of students in the education and training field and

their occupational situation as well: reconversion, continuous training in conjunction with teaching and/ or educational activity through the development of suitable schedules or through the use of, for example, and training leave. The curricula recommend the construction of a teaching and/or training course. This kind of training is open both to educational and training trades (for example, we shall see it, to education of first degree) and to study trades. In addition, it provides advanced training in most departments (licence et masters professionals). The research methods preferred in this section to study questions built up from the fields of education and training may be dominating mono-disciplinary (social, psychology, economics, etc.) or dominant inter-disciplinary (sociolinguistics, psychosociologie, etc.). They are more generally at the crossroads of many fields in the effort to establish a Tran's disciplinary approach.

At a time when there are over 4 million COVID-19 cases globally, and over one million in the United States, we write this editorial. The pandemic More than 280,000 worldwide deaths [3]Our lives have changed dramatically, many of us staying home "shelter at home," "stay at home," or just "lock down" [4; 5]. Many of our business and personal activities have stopped, while businesses have turned to different ways of simply surviving (for example, restaurants shifting to take-up only), Educational institutions and institutions (both K-12 and higher education) have moved to remote, efficient learning. on a variety of online platforms [6,7]. The pandemic has exposed the critical existence of our other workers' healthcare while also amplifying our social disparities enabling many individuals to quarantine while racially and economically disadvantaged groups are disproportionately affected.

This is what motivated us to write this research paper that sheds light on education and teaching in the shadow of the corona pandemic and the methods that the teacher adopted to maintain an acceptable level of education, what the governments provided in terms of technology and facilities, and how did students react to these new methods, and from here we can say after evaluating the previous critical phase that There are new methods and methods of education that must be adopted immediately when a pandemic strikes, in order to maintain a satisfactory educational level

2. Education During COVID-19

UNESCO states that "Most governments in the world have temporarily shut down educational institutions to avoid the spread of the COVID-19 pandemic [8]. These national closures impact more than 60 per cent of the world's student population. Several other countries have introduced localized closures affecting millions of learners." Recall that around the world, it is nearly 200 countries that have shut down their schools in the spring, thereby preventing the schooling of more than a billion and a half young people. Following this unprecedented crisis, deep thoughts about our educational systems are needed.

The impacts of the COVID-19 pandemic are already being felt and risk having long-term social and economic effects. The crisis has intensified educational disparities which are prevalent, arising from factors related to gender, mother tongue or circumstances of impairment or learning disabilities, immigration or underprivileged. In fact, 40% of the least favored world countries have been unable to help their students in difficulties during recent months[8], and the effects of the closing of schools are multiple and especially significant for children coming from underprivileged backgrounds and their families, and all those with specific learning disabilities and needs.

The pandemic dramatically demonstrated the fragility of all educational structures, including those considered relatively stable. It is, therefore, imperative that the innovation and ingenuity accelerated by this crisis serve as levers for making education systems more equal, equitable and resilient. This contribution is also part of the perspective of the opportunities provided by the COVID-19 crisis, which offers education actors the possibilities in terms of curricular, academic, student and teacher curricular.
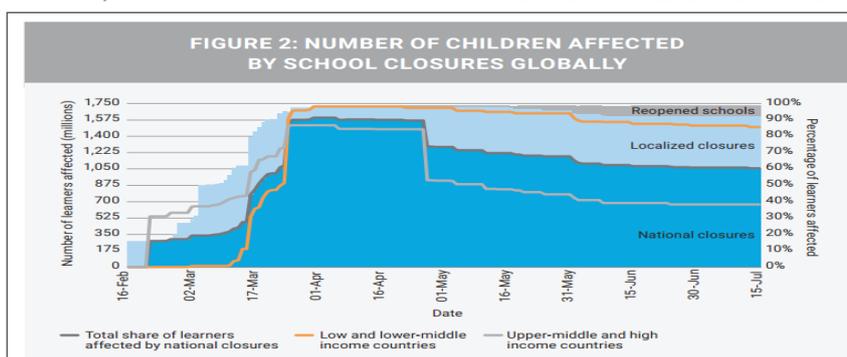

Figure 1. *Number of Children Globally Affected by School Closures[18]*

2.1 Educational Systems are in Crisis all Over the World

The current Covid-19 crisis, which is striking everywhere, is definitely exceptional. No other crisis has impacted so many countries in recent decades. According to the UN Secretary-General, Antonio Guterres, this would also be the worst crisis since the Second World War.

The consequences are multiple: an almost complete paralysis of economy, transport, or education systems. Schools, places conducive to infection, are locked. Educational programs are in turmoil around the world, reaching over 1.5 billion learners in 188 countries.

When the COVID-19 pandemic is running, several governments take steps to restrict the number of people gathering in public areas. Such initiatives have affected schools and universities' regular functioning. Due to the duration of such interventions – and in some countries it is possible that a vaccine will last for a while – leaders in public and private education institutions have developed new approaches that students and teachers cannot continue to learn while attending school and are working on methods that allow schools to continue.[10]

What lessons can we learn from the end of the 2019-2020 school year, a year in which we adapted our practices and accelerated our professional development? How can we take advantage of the spring 2020 experience as a lever for improving pedagogy in our schools? Consolidating and reflecting on what we have learned in order to draw lessons from it is already preparing for the next school year, as result improving teaching and education level

✓ We offer some key recommendations during the COVID-19 crisis that will allow you to refine your school's pedagogical practices:

2.1.1 Ensuring the Provision of Emergency Education Until Schools Can Safely Reopen.

Administrators should understand that teaching and learning do not have to come to a halt if schools are closed because of a public health emergency. You can continue using innovative approaches through programs.

There are numerous examples that can be deployed for radio, television, cell phone, and internet-based learning options. Recently, UNESCO published a list of online learning platforms and programs[11] That

could be helpful for schools. If distance learning is long-term, care must be taken to ensure that education language, content progress and relevance for students are respected.

It is also vital that teachers and workers continue to be compensated for during school closures. This will not only allow economic stability during the recession, but will also prevent them from finding other jobs and leaving the job.

2.1.2 Support for Teaching and Learning to Continue During the Pandemic

A very serious pandemic of the coronavirus (COVID-19) has brought life to a standstill around the world, though only very few countries have closed schools. Parents in situations like these have the luxury of knowing their kids are going to be alright — their schools and teachers are working overtime so their kids can learn. Many school districts and parents are simply not aware of the facts. This has been a great way to bring attention to the fact that some students are so privileged to have the resources to go to college, while others have to struggle on a daily basis to make ends meet. This initiative has shown us that teachers are irreplaceable even during a crisis time, and that they can succeed, as long as they have the appropriate technology and support system.

- *Learning to Learn during COVID-19*

During the time of school closures, maintaining quality of learning became a priority for policymakers around the world, many of whom switched to ICT, forcing teachers to shift to online lesson delivery. As shown in Figure 2, countries state that based on education level, some modalities have been used more than others, with heterogeneity across regions. Governments have used more in areas with restricted connectivity

- *Reopening Safe Schools*

School systems should develop a transparent plan to reopen schools as quickly and responsibly as possible. These include preparing for a new physical school, provide educators with accurate information and training on public health crises, using schools as a framework to monitor and quickly monitor the reappearance of the virus, and providing any supplementary support for physical or mental health, especially in high incidence areas, that students may need.
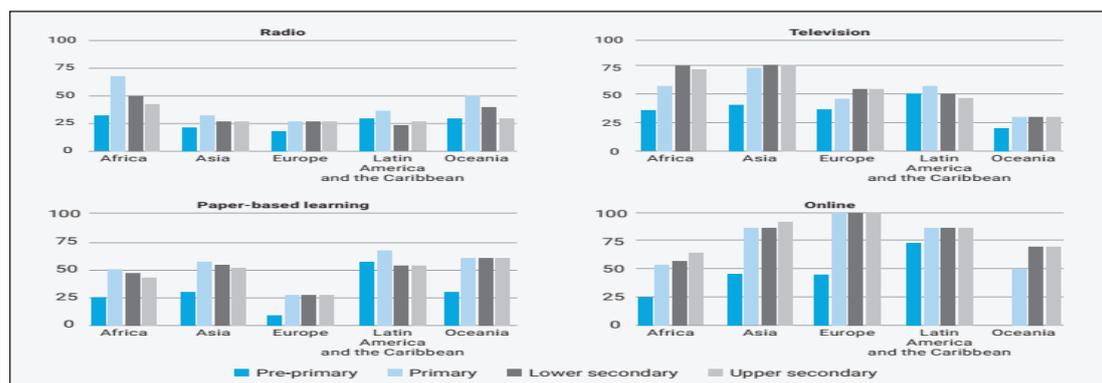
Figure 2. *Learning Closures was Influenced by Education Level and Region Level Country Choice of Distance Learning.[19]*

- *Maintaining Healthy Schools and Communities*

While it is important to use schools to implement broader public health programs, plans for future emergencies are also important to develop.

While we hope that children and students will soon be able to return to school and that other schools will not suffer in the most disadvantaged areas, let us ensure that education in the plans to be put in place during or after the crisis is not forgotten. Investing in education not only contributes to ensuring the normality and participation of our youngsters in society, but also encourages the innovation, skills and talents required to tackle the next pandemic or crisis.

- *Design Courses Specific to Online Education*

What you can do, on the other hand, is to design your course specifically for this new online media in order to allow learners to continue their training in these extraordinary circumstances. Some activities will not be possible, and others will develop more easily with online support (for example, students often think more online and are more inclined to communicate). If you take a week or two to schedule your new online course, you will have fewer revisions to make throughout the training.

2.1.3 Enable Education to be Continued through Innovative and Distance Approaches.

- *Radio and Television*

Radio is also the most technologically available and has been used efficiently in other countries. In Afghanistan, for example, the Afghan Children's Radio Education (REACH)[11] has helped to enhance the literacy and basic skills of Afghan children who have been unable to attend school because of years of conflict in partnership with the BBC World Service In Chinese, the Education Ministry of China Television (CETV) has been founded to provide educational programming to rural areas. Presently on five networks, CETV offers

training programming, from education for teachers to early childhood education18. 41 radio stations and the world's only television station in Sierra Leone have begun broadcasting classes on key topics with over a million children interrupted by Ebola. Similar programs are also implemented in communities.

- *Mobile Phones*

Mobile telephones allow you to interact with broadcasting lessons and have greater interaction with content. For example, MoMaths is working on providing South African students with access to maths on their cell phones, allowing them to work through short theories, or answering questions in a database of around 10,000 subject and difficulty categorized questions [12] The Liberian Ministry of Health and Social Welfare is now using open source mHero software [13].

- *Internet*

In emergency contexts, Internet-based learning tools have been used and can rely on existing content and connect to curriculum objectives. Through live chat and speech, additional mentoring, tutoring and lessons can be arranged online. A popular Internet-based mobile tablet curriculum, iUniv, was used to provide education for students displaced after the 2011 Japanese Tsunami to evacuation shelters. [15

3. Teaching and Learning after COVID-19

For the vast majority of COVID-19 colleges and universities that will thrive, revenue losses and cost rises are most likely to be seen. As budgets are lowered, we hope that schools prioritize their individuals. We learned from the recession of 2008that the quickest way to kill creativity, risk taking and morale is to rely on layoffs to balance university budgets.

However, the greater future that COVID-19 will offer us is not completely grim. We might glimpse some grounds for hope if we look deep and hard enough

into our post-secondary post-pandemic landscape. The higher post-COVID-19 future is nowhere as bright or as exciting as in the teaching and learning domain.

4. Strategies to Prepare new Teaching and Education in World

The learning culture is about making visible and valuing students' daily learning in a way that is more meaningful than a numerical score. This is particularly the culture we relied on during the distance coaching because it was now impossible to measure learning from a numerical score. COVID-19 took away the indicator most often understood by parents and students to measure learning: the numerical score and knowledge tests. Learning in COVID-19 time is learning to learn for you, because learning is important. Learning in COVID-19 time is learning to be competent, to be autonomous through a work plan, to receive and take into account feedback in order to improve. It took a pandemic and the closure of our schools to highlight the relevance of the spirit of the reform.

It is perhaps even more important to ensure that new teachers are ready to face the challenges ahead, given the uncertainty surrounding the school year 2020-2021. Lynn Holdheide, AIR's Technical Assistance Manager and former Center for Great Teachers and Leaders Director, discusses how the pandemic is managed through preparedness initiatives and how teachers are trained by school districts and programs in some creative ways

4.1 Promote Holistic Learning

The negative effects of prolonged closures have a disproportionate effect on displaced kids. This condition is particularly precarious for children, most of who are at risk of dropping out permanently. In response, as part of national responses, UNHCR has taken steps to ensure access to alternative solutions for displaced children and young people for distance learning and has provided COVID-19 teacher health training and community awareness programs, while improving water and sanitation facilities in and around learning spaces.

In order to continue helping children during school openingsOver 70 countries have changed their programmers for school feeding. Nearly 50 nations provide children and their families with take-home rations in different countries. [16]

Types, including periodic meal distribution and monthly rations pre-packed. Twenty-two countries chose to substitute meals with coupons or cash that families could use to purchase food or other important products. Since the crisis began, governments in 45 low-income countries with domestic rations have reached some 6.9 million learners with UN programmers. [16]

4.2 Supports the needs of Teachers

Teachers had to introduce distance learning methods from the start of the pandemic, frequently without adequate instruction, preparation, or support. As Figure 3 reveals, this has happened at every level of education. Professional development for teachers moved online or was disseminated in many contexts via telephone and video applications, but disadvantaged teachers have been missing such assistance. Web class meetings and messaging applications have become valuable instruments and innovative ways to engage their students and the world of education.
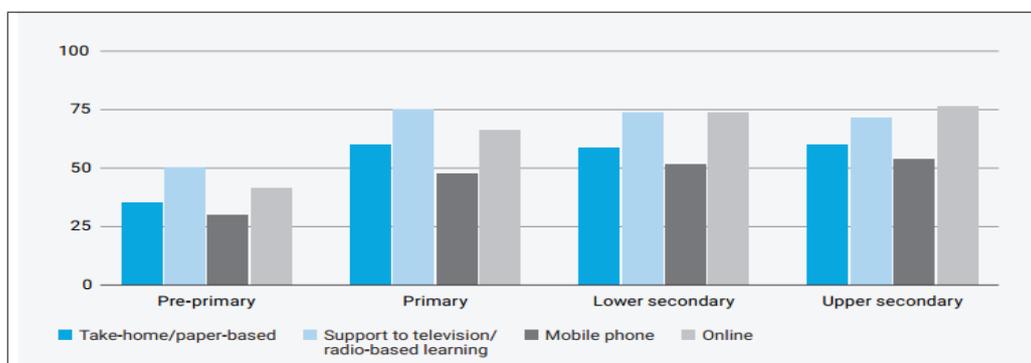

Figure 3. *Teacher Proportions Continue to Teach through Education and Discipline.[19]*

All around the world were generally unprepared for the continuity of learning and adaptation to new teaching methodologies. Only 64 per cent of elementary and 50% of secondary teachers in sub-Saharan Africa have received minimum training, often without basic digital skills.45 Many teachers lack the most basic ICT skills even in contexts where the technology and the connectivity are appropriate, which means they are likely to fight for their own ongoing professional development, let alone to promote their own.[17].

COVID-19 had different effects on the maintenance of a certain salary in the workforce. The information also indicates that there is a loss of public school teachers and their union. 49 In the private sector, teachers were particularly hurt by temporary contracts, as contracts were not renewed and hourly contracts were out of work.50 In the public sector, teachers were particularly affected by temporary contracts, because contracts were not renewed and hourly contracts were out of work.
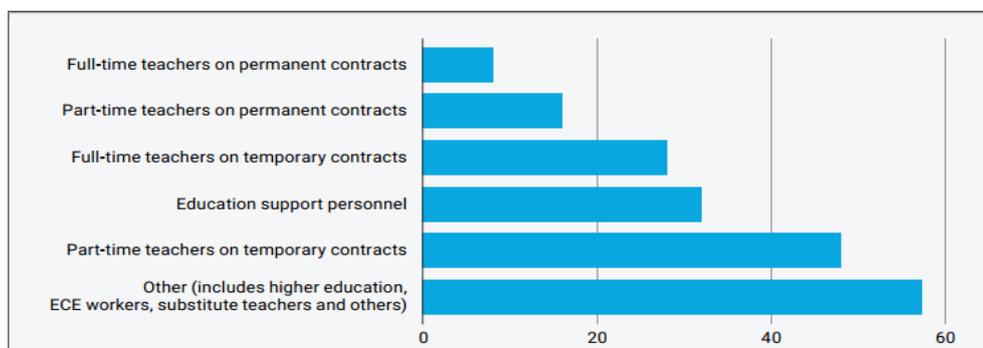

Figure 4. *A Lot of Impact in Closure in Morn and Employment on Education [19]*

4.3 Use of My Learning as the Online Teaching Platform

Online learning for higher education is the newest and most popular form of distance education today. Electronic cigarettes (e-cigarettes) have had a major impact in postsecondary education in the past decade and this trend is only increasing.

Online learning for higher education is the newest and most popular form of distance education today. Electronic cigarettes have had a major impact in postsecondary education in the past decade and this trend is only increasing.

The COVID-19 pandemic challenges teachers to adapt to far-away classrooms, and at the same time, the need for professional learning opportunities has been exposed to help teachers adapt to this new normal. With schools now cramming in online schools, professional learning will have to migrate to online platforms because of the decline of in-classroom learning opportunities.

In pre-COVID-19, a small number of colleges and universities were leading the way on online education. There is a big difference, though, in defining the key role of online education in not just the strategic planning but also the overall mission of institutions.

This will all change after our after COVID-19. Every provost, dean, and trustee will come to see that online education is not only a new source of revenues but also gives the university a competitive edge. Instead, school administrators will recognize online education as a core aspect of their school's plan for institutional resilience and academic continuity.

5. Conclusion

This paper dealt to study the effect of the Corona pandemic on the life of learning and educationat the level of educational facilities and how the epidemic paralyzed the educational movementThe COVID-19 pandemic is an important challenge to adapt and transform educators, one for which there is no prior evidence from which to elicit appropriate responses. Leaders in education must develop responses quickly and with specific contexts in mind providing all the advanced educational needs and responses as the epidemic progresses worldwide. The overall purpose of this paper is to promote a rapid design process, develop adaptive solutions to emerging problems in education, and secure educational opportunities for young people during and after the pandemic. Following this pandemic education is going to change profoundly

There is unlimited drive and untapped resources; not only for basic education services, can we count on it, but also for its fundamental aspirations. Governments and Therefore, not just children and young persons will regain their promised futures, but also all stakeholders in education and their role in the achievement of these principles and reforms.

This pandemic will encounter variations in its route, and differences can occur depending on the geographic and the environmental context. But, as well as, it must be based on a humanistic vision of education and development, and of human rights to be feasible. In order to strengthen public education, we must expand freedom of speech and freedom of expression; in order to fortify common goods, we must engage a global solidarity that emphasizes the collective responsibility for the education of everyone everywhere.

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