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LOOKING AT THE IMPACT OF COVID-19 ON EDUCATIONAL  
PRIORITIES: FROM DELIVERY MODES TO CURRICULUM

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**Keywords: COVID-19, Educational Priorities, Digital Platforms, Curriculum**

**Abstract:**

Purpose – This paper seeks to reflect on the role of key concepts of digital practices in the present scenario of educational priorities from delivery modes to curriculum and future work during the lockdown period as an impact of COVID-19 on education. The goal is to explore a set of digital concepts and link them to increase the connectivity which they have in the globalised world in the area of educational priorities. This reflection is placed in the context of a set of present and future thinking educational practices from delivery to learning based outcomes.

Design/methodology/approach – The paper takes the form of conceptual analysis.

Findings: Ideas have implications and can be surveyed on the basis of their ability to create social and personal resilience in settings characterized by change, complexity and vulnerability.

Research limitations/implications – Researchers express and explain their own values, qualities and ethics by reflecting on the ideas they use and the processes they express when working with society at different levels.

Originality/value – This paper offers a reason for arranging move in the direction of the more extensive social objective of strength through an extended energy about how ideas advise procedure and structure meaning and making the system work without any issues resulting in smooth educational practices for effective learning.

**Keywords: COVID-19, Educational priorities, Digital platforms, Curriculum**

## **I. INTRODUCTION**

### **COVID-19**

A new coronavirus virus known as Covid-19 was first identified in January 2020 in Wuhan, People's Republic of China (PRC). From the information known at this time, several facts are relevant. First, it is the same group as Coronavir, which caused inflammation of the airways that is acute respiratory syndrome (SARS) in 2003 and inflammation of the Middle East respiratory syndrome in 2012. Second, the mortality rate (number of passes per number of cases), so far loosely rated, is in the range of 1% –3.4% - less than 10% for SARS and MERS. 34%, significantly higher than the death rate. For routine influenza, it is less than 0.1%. Third, although it originates from animal hosts, it is now transmitted by the human-to-human infection, rate of COVID-19, which is highly susceptible to seasonal flu and MERS, with a range of predicted estimates of infection. The rate is high. SARS and Ebolaman Introductions. Coronavirus Disease (COVID-19), which is recognized by the World Health Organization (WHO) as an epidemic, which is affecting all the communities at its core.

This is not the first outbreak of acute coronavirus. The prevalence of viral coronavirus strains is associated with acute respiratory syndrome and patient mortality. People who have only asymptomatic or mild symptoms can spread the virus. However, examples of such events - such as spreading the disease to patients are usually associated with severe disease, such as early acute respiratory syndrome - coronavirus cases. Not identified, and later died. Delay in the implementation of regulatory actions contributed to the secondary transmission, but the implementation of contact-tracing, testing, employee apologies and recommended broadcast-based precautions for suspicious cases eventually stopped the transmission.

The whole community must come together. Each country should take the step towards cooperating with the public, private sectors, but in itself, the action at the national level is incompatible with the complexity of the global crisis. In the meantime, this calls for an integrated, decisive and rational policy from the global economy and high economic and technological cooperation at the global level. The need for a coordinated and comprehensive multilateral response requires at least 10 percent of global GDP now more than ever. It is a clear fact that this crisis is global and that developing countries have to deal with this crisis. It is a crisis of faith - taking the risk of fear and irrational behavior - it is a public health crisis. Evidence-based research shows a way to get out of this crisis is that it requires the rapid action of researchers and inventors around the world.

## **II. CHANGE IN EDUCATIONAL PRIORITIES**

At the time of the lockdown called by the Government to slow down the process of the spread of COVID-19 virus when all the universities, schools and colleges around the world were closing their doors a major shift has taken place. Staff and students responded with great positivity resulting in modifying delivery and evaluation processes to make it easier for students and making the system transparent and efficient to bridge the gap for the

country's economic development. The speed and scale of change is unprecedented for organizations in every field and area. One of the notable consequences of the coronavirus pandemic is that it resets the dial on a number of issues, including encouraging compassion, solidarity and calls for collective action. At such times, differences define us. Technology has played a major role in every domain of our life. The coronavirus pandemic has educated millions around the world about the use of innovative pedagogical strategies for students to enhance the teaching learning process. Focusing on the new stages of the digital divide training has increased the similarity gaps in training practices.

The moderate pace of progress in universal scholarly institutions is hundreds of years old, address-based methods for dealing with education, where institutional tendencies reside and ancient study halls. If so, COVID-19 has forced educational foundations around the world for creative arrangements in a short period of time. Over the past few weeks, the Consortium and Colleges have been learning from various partners - as well as governments, guidance professionals, development providers and various other sources that are being offered as a temporary response to the problem. This creates a definite and recognizable example of future preparation in creating countries where guidance has fantastically been given by the organization, this could transform into a typical and noteworthy example to future preparing.

The rapid deployment of COVID-19 has demonstrated centrality in building compatibility to prevent various hazards, from infectious pollution to severe degradation to atmospheric instability, and, no doubt, to prevent rapid mechanical changes. An epidemic is a chance to bring a similarly needed capacity researcher to the present, for example, dynamic, innovative basic reasoning and, in particular, an indication of flexibility. To ensure that all research quality requires all capabilities to connect with our research system. Postponing classes without interrupting teaching "Plans are in place to fight the spread of the epidemic by suspending separate education in schools and by going to nonlinear education. Many researchers also conclude that learners can engage in the development of education using digital platforms. So as to gain a multi-dimensional and complete understanding of knowledge Garrison and Terry (1998). As long as teachers have a clear understanding of students, they can adapt the classes to the needs of learners in the nonlinear classroom and improve their performance in the nonlinear learning environment Black (2008) The coronavirus epidemic has educated millions of people worldwide. Managing the digital divide reduces new changes in educational policies. "Resilience must be built into our educational systems"

### **III. DIGITAL PLATFORM**

In light of the social distance, and the need to stay away from various people in order to avoid meeting large crowds and spreading the infection, the world has turned to digital platforms to carefully change and alter our work environments. Work from home culture has started and organizations that are willing to make good use of innovation to advance and re-evaluate

their action plan for the future by optimizing the digital world are at the forefront of maximizing learning outcomes for the entire educational community. The World Bank has been working effectively with education services in many countries to support efforts to use a variety of instructional opportunities to provide learning opportunities to students due to the COVID-19 pandemic lockdown and is being used by students and teachers in dynamic exchange with learning platforms such as Moodle and LMS, as well as companies such as Microsoft and Google Cloud Solutions.

The universally accepted concept of Technology Enhanced Education (TEL) is not so complex and changing. This study represents a concept initiated by Statut, Niederhauser, Christensen, and Scheer (2016), and described as a study in an environment enhanced by TEL digital technology integration. The forms of advanced technologies used by TEL, such as laptops, cell phones, e-readers, or social networking, and Types of electronic evidence obusetshenziselwa betel equally varied and may include applications as residential and office and Internet. Blog, and Video (Antoniodis et al., 2009; Laughlin, 2017). TEL has been shown to help students and improve their HE experience academically and otherwise Akçayır & Akçayır, 2018; The sweet and Paynter (2019), and VEL, (Virtual Learning Environment) for teller-like interaction with the student. Social media, and video (Laughlin, 2017).

Thirty-nine countries in Asia, Europe, the Middle East, North America and South America have announced or begun the closure of schools and universities until March 11, according to UNESCO. Twenty-two countries have closed schools nationwide, affecting about 37.23 lakh children and teenagers. While a growing number of countries are calling for the closure of schools and universities, there are some online tools that teachers and students can use to teach and learn.

➤ Lassdojo is a free educational app to help teachers, students and parents communicate online. This allows teachers to create a classroom where they can share videos and pictures. Only one author can create an account on request. The student can enter the virtual classroom with an access code sent by the teacher.

➤ abXchange is a free online platform that brings together high quality content from a variety of sources, including videos, experiments and applications. The platform is built in partnerships with the Harvard University Faculty of Arts and Science.

Swayam Online Courses: It has free teaching / learning resources It has ever hosted on the SWAYAM platform.

➤ PG Pathshala: This provides access to content in the course of the 87 titles of readers with e-module 24,110 years.

➤ National Digital Library: This platform is a digital archive of various educational content format across disciplines. It also provides interface support so it can be easily accessed from all popular access devices.

➤ Edmodo is a tool of teaching involving teachers and students and integrated social networks. In this regard, teachers can create groups to organize online, manage and deliver educational resources, measure student performance and connect with parents. Edmodo has more than 34 million

users, which includes making the learning process smooth, personalized and tailored to the technologies and opportunities presented by the digital environment.

➤ The TED-Ed educational platforms that allow you to create educational content in partnership with educators, students, animation - especially for people who want to increase their knowledge and ideas. This website allows democratically controlled information, teachers and students. Here, people can play an important role in the learning process for all.

➤ Kahoot! Is it a game-based educational platform. With this tool, teachers can create questions, discussions or research related to educational subjects. The topics are discussed in class and the questions are answered by the students as they play and read together. Absolutely! It promotes game-based learning, which increases student engagement and is a dynamic, social, learning environment. Continuing Learning - Free Internet Tools, Tips and Best Practices for Studying the Internet from American Educational Institutions. Includes descriptions of over 600+ digital learning solutions and the list goes on.

#### **IV. CLA: UNPACKING THE WORLD – RECONSTRUCTING THE WORLD**

Causal Layered Analysis (CLA) is the brainchild of futurist Sohail Inayatullah (2004, 2015). In developing this method of unpacking reality, Inayatullah drew on his knowledge and experience of the Western philosophical tradition of post-structuralism which understands reality as constructed from discourse. He also drew on Eastern Tantric philosophy which describes consciousness as layered and experiential. This is essentially a pragmatic stand in which we enact our consciousness across a layered reality that moves from the material to the subtle. CLA therefore offers four mutually supporting categories that help facilitators and workshoppers reflect on their world and the layered nature of their sense making.

#### **V. REFLECTION**

The CLA process is deceptively simple. The more you use it, the more it challenges us to understand our world as process oriented Bussey(2014). We discover the power of narrative and also the excitement people feel when they can engage with narrative transformation as evidenced in the reframing from Cars to Care in the Laoag example. One thing that usually occurs is that participants in CLA construction come to see that each layer has its own logic and its own actors. They also quickly notice that there are often deep contradictions in each layer. For instance, in the worldview level above we see the tension between citizens and community values and authoritarianism which is characteristic of the Philippines' context. Similarly, we have the tension at the system level between laws and law enforcement and the organic chaos of Philippine traffic.

This approach implies that the technology-oriented learning environment should be applied to all the means available to the learner by understanding the learning variables and examining its associated meanings. Reserved

gadgets are part of the daily presence of netizens and can be used as tools or toys. DLGs know about both and it is helpful to understand how to use them effectively to improve the learning experience. DLGs can change learning situations by using the previously highlighted highlights for configuration games in study halls and by rehearsing for teachers to effectively implement them. Aqua, (2020). Digital teachers use a variety of digital media channels (Dingding Group, WeChat Group, QQ Group), Web Lessons for Web Systems for Corporate Education, and Tencent Online Learning Classes. Such diverse methods of online education balance each other and guarantee quality control during the online learning crisis. Teachers can use online learning resources such as PowerPoint, Seo Whiteboard, as per their choice and behavior, using "Dingding" for live teaching. At the end of the live stream, the instructor performs the correct solution based on the feedback of the students in the classroom (message interaction)

## **VI. IMPLICATIONS FOR DIGITAL LEARNING**

During the spread, students will learn autonomy by watching videos from the school's popular classrooms and micro-classroom educational departments. Based on student self-directed learning, the teacher answers questions through live online broadcasts and guides students' problems in the learning process in a timely manner, thus creating online learning that focuses on students. At the same time, educational big data programs are used to reliably capture, systematically interpret and distribute data to students.

Thinkers and students such as Plato, Vygotsky, Piaget, and Russo spoke about the positive effect of play in the development and teaching of children, and the DLG is the threshold for successful play in 21st century learning halls (Wilkinson, 2016), and additional terms that focus on the language of review. These words were chosen instead of the words used by Hung et al. (2018) for two reasons: the regulations only restrict the use of digital games, and extended terms to cover the effects are possible in the DGBLL.

According to empirical research, learning how to be committed, teamwork, constant communication and feedback, and engaging in real-life settings is best (Rochelle et al., 2000). , 2015). The results in this article address the purpose of effective teaching and learning and refer to anything that can help them to develop scientific, social, psychological and achievement goals (Noddings, 2015). (2018). They identified six possible outcome categories: language preservation, knowledge acquisition, modern skills, emotional / mental state, participatory mechanisms, and relevance and related outcomes (Hung et al., 2018). Today's students grew up with computer games. In addition, they are constantly exposed to the Internet and other digital media because of the way they acquire and learn information. Many aspects of the game create an educational learning environment. Increasingly, teachers are using games in the traditional learning environment with encouraging results. Although intervention and

participation in sport is a good thing, there are many questions about how it is developed, practiced and adopted in higher education. Oblinger (2004).

Families are important to education and it is widely agreed that they provide the greatest input to children's learning as defined by Jarcoland and Salvens (2011). The current world-class expansion in home education can be viewed as positive at first, which is effective. But in general, this role appears to be an adjunct to input from the school. On the one hand, it enables teachers to interpret student learning data to improve learning effectively. Provide personalized learning materials. (2015) found that if the learning system allowed learners to assess their own learning paths and the learning paths provided by the system, they would improve their learning and perceived performance. If learning is built, a learner brings attitudes, beliefs and knowledge to a new situation. This current teaching is the basis for learning anything. When the "foundation" is weak, it is difficult or unreliable to build. Because of this, it is best if the student examines information, attitudes and beliefs when entering a learning environment. It can overcome shortcomings and provide a solid foundation for future education. (Donovan, et al. 1999).

## **VII. FEEDBACK FROM THE TEACHING FRATERNITY AND STUDENTS**

Social isolation affects the welfare and mental health of everyone. This is especially relevant for young learners who have never been accustomed to spending most of their days in the company of others. This decision is well-received by the community for the sake of community well-being. Interactive experiences are no substitute for spending time with others face-to-face, but they help maintain a certain balance and fill one's spirits. Finally, it is important that reviews are structured during this period. Identify and support and inspire teacher achievements. Teamwork and teamwork should be emphasized when implementing these projects. The final principle defines training as a process of reflection and reproduction, during which practitioners' awareness of teaching and learning in the online environment is not compiled and redefined through developmental stages. In fact, Blair and Monske (2003) suggest that teachers' ability to move from the teaching-to-traditional culture is related to feedback from experienced technology-based, learning media.

## **VIII. CONCLUSION**

The COVID-19 pandemic is a pivotal moment for modern society, and history has elevated the effectiveness of our response to global thought for the benefit of humanity. The national footprint of the United Nations at the national level is the property of the global community provided to fulfill the hope of winning the war against the virus. That is why there has been a shift in educational institutions that use digital platforms for the teaching learning process. Pursuing the digital world as a social process is a set of proven strategies and tools for effective online learning decisions, instructional options and instructional principles that support curriculum and development. The loss in this area is equal to the damage in every

region of the world, and with some careful planning; we can control the long-term effects of this long-term closure. Many features of the e-learning domain provide useful information and tools. Considering the current and future impact of the digital world on higher education, we must recognize that online learning technology is building more integrated learning systems to improve the teaching learning process for better world.

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