



A Comprehensive Review on Limitations and Strategies for Enhancing Remote Teaching and Learning in Academic System

MUGHELE, S. E.^{1,*} , OGALA, J. O.² , OKUYADE, O. S.³ , UMUDI, E. Q.⁴

^{1,2}*Department of Cyber Security, University of Delta, Agbor*

³*Department of Electrical Electronic Engineering, University of Delta, Agbor.*

⁴*Department of Chemical Science, University of Delta, Agbor, Delta State Nigeria*

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ABSTRACT

Covid-19 was declared a global pandemic in 2019. The most practical method for continuing teaching and learning, particularly at Academic institutions, is to use Remote teaching and learning. There has been a significant shift from face-to-face teaching and learning to a fully online teaching and learning environment. Academic institutions must ensure that their curricula are consolidated and adjusted to accommodate online teaching and learning. Educators must adapt to new and creative techniques to engage students during Remote teaching and learning to meet the new normal in teaching and learning. This paper reviews the literature on 1) the obstacles that Academic institution educators encounter in Remote teaching and learning and 2) the techniques they employed to address those challenges during the Co-vid-19 outbreak.

1. INTRODUCTION

COVID-19, commonly known as Corona Virus, is an illness that affects people (Gunther et al., 2020). According to the United Nations Educational, Scientific, and Cultural Organizations (UNESCO), this virus has generated a global pandemic that has harmed teaching and learning in schools and tertiary institutions worldwide (UNESCO, 2020). During this pandemic, Remote teaching and learning have taken place in schools and postsecondary institutions. As a result of the pandemic, education has become more critical. Because the background has altered, schools and academic institutions can now explore appropriate techniques to ensure that students can study effectively. According to Mohmmmed, Khidhir, Nazeer, and Vijayan (2020), when students are forced to stay at

home to study owing to the pandemic, online teaching is the most appropriate technique for teaching and learning. Many tertiary educators experience difficulties in Remote teaching and learning. The primary goals of this literature review are to highlight the obstacles that educators at various tertiary institutions encounter in their teaching and learning throughout the MCO period and the techniques employed to overcome such challenges. This study is qualitative. Focus Group Interviews (face to face or via Zoom or Skype programs) will be conducted with 10 English teachers from each tertiary institution, with further individual interviews conducted using WhatsApp or Telegram applications. Universiti Kebangsaan Malaysia, International Islamic University of Malaysia (IIUM), MARA University of Technology, Islamic University of Maldives, University of Riau Indonesia, and Haripur

*Corresponding author, e-mail:author@fupre.edu.ng

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University, Pakistan will be involved in this study. The interview responses will be verbatim transcribed. NVIVO will be used to examine the data thematically.

A. *Remote Teaching and Learning Constraints*

i. *Remote Learning Educators and Students' Motivation*

Teachers face numerous difficulties in this new era of online learning. Students' motivation for remote teaching and learning is one of the issues in online teaching and learning. Motivation can be defined as a student's desire to learn something (Brophy, 2005). The contact between instructors and their students is the source of students' motivation (Brophy, 2005). According to Ramli et al. (2020), conventional education procedures concern students' physical interaction and classroom communication. During this pandemic, educators have trouble persuading pupils to participate and pay attention while learning online. They have difficulty motivating students and communicating with and supervising them because they do not encounter them face-to-face.

According to Mardesci (2020), online learning hurts students' motivation to study due to various variables, including the teaching technique, the absence of equipment such as a laptop and internet connection, and the interaction process in online teaching and learning. Effective online education and knowledge would be difficult to achieve without the motivation of both students and professors.

ii. *Inadequate Remote Teaching and Learning Skills*

Another issue educators encounter is a lack of essential abilities for conducting online/remote teaching and learning. Technological expertise is one of the qualities that may have an impact on the efficiency of online teaching and learning (Sulaiman, 2014). For example, to publish experimental films to social media platforms

like YouTube, they must be scaled and compressed to the suitable resolution for watching and downloading on electronic devices such as desktops, laptops, and other such devices. Without this expertise and skills, educators will struggle to produce online teaching and learning materials (Azlan et al., 2020).

Academic educators are also having difficulty shifting to a teaching paradigm that requires them to be familiar with the online education system (DeAlwis & David, 2020). Both instructors and students determine the efficacy of online teaching and learning (Oliver, 2001). Without these talents, knowledge, and experience, it will be impossible for educators and students to accomplish the objectives in online teaching and learning sessions. In conclusion, educators with proper abilities would save time and construct more engaging online teaching and learning activities.

Unfamiliarity with existing learning platforms appears to be a difficulty that educators must swiftly overcome to use them in delivering online lessons effectively. Adi Badiozaman, Leong, and Wong (2020) reported on a preliminary study including 136 Sarawak teachers who participated in a short course sponsored by the Swinburne University of Technology Sarawak to increase educators' practical digital literacy skills. Out of the entire seven series of training offered, all 136 participants had completed three of them. Participants were given a questionnaire with closed-ended and open-ended questions to gauge their digital proficiency, as well as their experience with online teaching and learning platforms, including Microsoft Teams and Google Classrooms.

Although 91.2 percent of respondents said they were familiar with Google Classroom, the opposite was true for Microsoft Teams. 71.4 percent of those polled said they were completely unfamiliar with Microsoft

Teams. Their responses backed up this conclusion to the open-ended questions, which revealed that they were in desperate need of help with digital pedagogy and technology understanding. Many online teaching platforms, like as Microsoft Teams and Google Classrooms, have been established in reaction to the epidemic, according to this study. These platforms each have their advantages, and when used properly, they can improve online education. Unfortunately, many educators are still unfamiliar with some (in this case, Microsoft Teams), which will make it difficult for them to conduct successful courses.

Another study conducted by Mohd Shaharane et al. (2020) among academics at Universiti Utara Malaysia found that lecturers had low confidence in managing responsibilities connected to remote teaching due to a lack of knowledge and abilities in online education. The study aimed to see how prepared students, instructors, and institutions were for online teaching and learning. According to a survey of 1137 lecturers who were lecturing during the COVID-19 epidemic, the infrastructure was determined to be inadequate. gory, which included four items: "I am confident using LMS platform Web 2.0 tools to facilitate student learning," "I am confident providing timely feedback on assignments," "I am confident using features in learning management systems to manage time (e.g., online grading, rubrics, SpeedGrader, Flubaroo)," and "I am confident using Webex for synchronous meetings." compared to the other categories in the survey, which were course design (3.7978), course communication (3.9384), and time management (3.5209), had the lowest mean (3.5209). (3.7441).

Mohd Shaharane et al. (2020) stated that online teaching necessitates different abilities than face-to-face teachings, such as providing online comments on students' projects and tests within the allotted time, which is typically limited. Similar to Adi Badiozaman, Leong, and Wong's (2020)

study, this one determined that unfamiliarity with the university's preferred platform, WEBEX, has harmed their online teaching abilities. The instructors were discovered to be unfamiliar with all of the functions of the online platform, causing them to lose confidence.

iii. Inadequate Remote Teaching and Learning Infrastructure

Another issue with Remote teaching and learning is infrastructure, such as a reliable internet connection and gadgets. Good internet access is required for online teaching and learning (Abd Aziz et al., 2020). Online course access must be backed up by a solid infrastructure (Oliver 2001). Inadequate infrastructure, such as a steady internet connection, influences the low adoption rate of new technologies in online teaching and learning, according to Ahmad et al. (2019). In some circumstances, family members must share laptops and mobile phones. The main reasons educators and students will be unable to engage in successful online teaching and learning are limited and poor internet connectivity. Due to insufficient learning resources and equipment, the Covid-19 epidemic has made it impossible for students to obtain appropriate online teaching and learning, according to Owusu-Fordjour et al. (2020). Both instructors and students require ongoing internet connectivity.

B. Remote Teaching and Learning Measures

The Covid-19 pandemic has caused education systems worldwide to develop new ways to educate their students. The Covid-19 has impacted and impeded the entire education system at Malaysian tertiary institutions. To limit the spread of Covid-19, the local government enacted a movement control order (Wong, 2020). Face-to-face classrooms are no longer authorized in most nations as a step to curb the spread of the Covid-19 pandemic as a result of this unprecedented Covid-19 catastrophe

(Rahman, 2020). Online teaching and learning have been extensively integrated to meet students' and educators' teaching and learning needs. In internet re-marketing, there are a few tactics that can be used. Various teaching and learning methods, such as using an appropriate online platform, applying synchronous and asynchronous tools, and providing feedback, boost students' interest and involvement.

i. Using an Appropriate Online Platform

To ensure that the proper learning process is continuous, Remote teaching and learning have taken place across the country. Integrating online teaching and learning is the best solution for the current dilemma. Educators and managers of educational institutions have used various ways to improve online teaching and learning. Because the students are geographically dispersed, one strategy to enhance online teaching and learning is to use a suitable online platform to carry out teaching and learning (Azlan et al., 2020). Videos, television clips, applications, and other helpful multimedia sources can help the online learning experience (Pazilah et al., 2019). Students could be given online activities and assignments instead of face-to-face meetings by tertiary educators (Yustina et al., 2020). As a result, instructors at higher institutions have begun to use video streaming platforms such as Zoom, Google Meet, YouTube, and others to conduct various online teaching and learning activities (Yaacob & Saad, 2020). Educators employ technologies such as Whatsapp, Google Classroom, and Zoom for online learning during the Covid-19 pandemic, according to Sutarto, Sari, and Fathurrochman (2020) in their study in an Indonesian school, to ensure the teaching and learning process is ongoing. These applications and online platforms are less expensive, easier to use, and more successful in engaging students in teaching and learning.

ii. Online/Remote Teaching and Learning: Asynchronous and Synchronous Communication

The traditional face-to-face teaching and learning process is transformed by the pandemic outbreak (Mohammed et al., 2020). Some academics feel that online learning has a favorable impact on tertiary education. They claim that it improves students' and instructors' creative talents even more than traditional teaching and learning (Misanchuk & Anderson, 2001). The face-to-face connection between educators and students is possible in a conventional classroom. Two-way communication in Remote teaching and learning environments can be done both synchronously and asynchronously (Tartavulea et al. 2020).

According to Motiwalla and Tello (2000), Synchronous communication systems allow educators and students to collaborate in real-time. This simulates interaction in a traditional classroom, where students and educators can communicate and provide immediate feedback to one another (Lim, 2017). Audio channels, video conferencing, and online chat rooms are examples of synchronous tools. Asynchronous communication tools, on the other hand, are a bonus. Board discussions, emails, WhatsApp, and Telegram, are some of the asynchronous methods utilized by tertiary academics. Learning may occur at any time and in any place. Students would have more time to study and reflect on the topics they are studying. Since people could access these learning materials at any time, there were a lot of discussions (Lim, 2017).

iii. Providing feedback to students to boost their motivation

What students learn, how they know, and when they choose to learn can all be influenced by motivation (Schunk and Usher, 2012). It is critical not to disregard the psychological and socio-emotional aspects of learning while ensuring kids' academic

success (Korkmaz & Toraman, 2020). According to Chung et al. (2020), the impact of learner motivation and satisfaction is undeniably crucial in an online learning process.

Intrinsic motivation motivates educators to take the necessary measures or processes to achieve the desired teaching and learning results (Baber, 2020). Additionally, educators' feedback may act as a technique of creating rapport between students and instructors in online courses to provide better recommendations on course content (Frisby et al., 2013). Regardless of the course type, students value clear and straightforward communication, according to Poulos and Mahony (2008). Online classrooms that support flexibility and prompt educators' input resulted in excellent online teaching and learning, according to Crews and Butterfield (2014). Students' enthusiasm to participate in online teaching and learning is boosted by prompt instructor comments and regular presence (Cole et al., 2017).

2. CONCLUSION

The global schooling landscape has been completely transformed due to the Covid-19 pandemic. This unexpected outbreak is posing problems for tertiary institutions. On the plus side, the pandemic has prompted educational institutions worldwide to improve their teaching methods and facilities. In this study, we have emphasized a few obstacles that educators experience in online teaching and learning, including a lack of facilities, a poor internet connection, a lack of essential abilities, and motivation issues. As a result, the authorities must address these concerns. This research also discusses how educators can improve online teaching and learning in this pandemic. This study examines the necessity of using appropriate online platforms, successful communication tools such as asynchronous and synchronous communication tools, and motivating students through feedback.

Finally, the findings of this paper must inform relevant authorities such as tertiary institution administrators, Ministry of Higher Education Personnel, and policymakers. To ensure the efficacy of Remote teaching and learning, they must establish a good plan and implement methods to overcome the problems.

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