

Building Back Better: Educational Development with Globalization in Post COVID-19

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Abstract

COVID-19 has disrupted the globe and is a pandemic health crisis affecting every sector of every country. The COVID-19 pandemic has also disrupted the normal teaching and learning environment. Due to the pandemic, all schools, colleges, and universities are shut down. It affected students, teachers, parents, and ways of instruction, resulting in an unprecedented push for online learning. Transforming offline to online learning is a new opportunity for teaching and learning environment; however, it has many challenges. Educational policymakers need to lay down policies related to education development with globalization post-COVID-19. The present paper addresses how to build back better educational development with globalization post-COVID-19.

Keywords: Building Back Better, Post COVID-19, Curriculum, Pedagogy, Blended Learning

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1. Introduction

SARS-CoV-2 has struck the world, the Coronavirus causing COVID-19, since December 2019. The world health organization (WHO) declared a state of emergency due to the outbreak of COVID-19, and it has attacked the world, including all developed, underdeveloped, and developing countries. Due to the pandemic, all schools, colleges, and universities are shut down, and it has affected the education systems and disrupted education for almost all students around the globe. It affected ways of instruction, resulting in an unprecedented push for online learning. Transforming offline to online learning is a new opportunity for teaching and learning environment; however, it has many challenges. COVID-19 represents an opportunity to recover the loss of learning, rethink teaching and learning and reimagine education.

Therefore, OECD (2021) laid down ten principles of effective and equitable educational recovery consisting of keeping schools open as much and as safely as possible, ensuring equity and aligning resources with needs, providing a remote learning infrastructure that is designed to reach all students, supporting teachers in their professional lives, enabling teachers and parents to support learners, providing targeted support to meet students' learning and social and emotional needs, co-designing a robust digital learning infrastructure with teachers and stakeholders, empowering teachers to exercise their professionalism and benefit from professional learning opportunities, encouraging a collaborative culture of innovation, and learning from national and international evidence.

Moreover, UNICEF (2022) also supported the education provision in all 27 countries in the East Asia and Pacific region to build back better and create more resilient education systems impacted by the COVID-19 crisis. Its increasing resilience and building back better circle consists of teachers, curriculum reform, alternative learning situations, safe schools, blended learning strategy, use of data, and education investment. These considering facts remind us to imagine the educational development in post-COVID-19.

Objective: This paper intends to understand the impact of COVID-19 on education worldwide critically and envisages educational development with globalization post-COVID-19.

Methodology: Review-based analysis with careful consideration of the quality-based resources was applied in this study.

2. The Impact of COVID-19 on Education

The COVID-19 pandemic has significantly influenced education globally. Education has been the foundation of the development of every nation, and its sustainability is crucial to the growth and development of all nations. Education over centuries has been affected by several challenges ranging from changes in school curriculum to the closing down of education systems due to pandemic diseases (Owusu-Fordjour et al., 2020). The COVID-19 pandemic has also struck education students, teachers, and parents worldwide, reporting that over 1.5 billion learners in 165 countries are affected by school closures (UNESCO, 2020). Tarkar (2020) claimed that parents also need help understanding the new teaching methodology. Some parents are not very techno-friendly and thus

not able to guide online learning for their children. Nath (2021) approved that COVID-19 has immensely impacted the education sector by creating many opportunities for digital education, unlike the face-to-face traditional learning system. It also has more challenges, and developing countries are only partially digitally equipped to make education reach all corners of the country.

3. Building Back Better in Post COVID-19

Considering the forthcoming post-COVID-19 period, the education community is reimagining to build back better. The slogan "Build Back Better (BBB)" first emerged during the multi-national recovery effort following natural disasters (Clinton, 2006; Lyons, 2009; Mannakkara & Wilkinson, 2014). BBB is a critical concept incorporating a holistic approach to improve a community's physical, social, environmental, and economic conditions during post-disaster reconstruction and recovery activities to create a resilient community (Mannakkara & Wilkinson, 2014). Due to the COVID-19 outbreak around the globe, education should be considered to build back better. Zhao (2021) suggested that we need to build back our schools better to reduce future risks and address our previous dissatisfactions after the COVID-19 pandemic. With its massive impact on education, the pandemic is a rare opportunity for us to rebuild our education. Zhao (2020), Zhao and Watterston (2021), and Oranga and Matere (2022) mentioned that approaching post-COVID-19 education deals with three areas: curriculum, delivering approaches and learning spaces and schedules.

Building Back Better in Curriculum

The curriculum has several meanings defined by different scholars and researchers. Gultig et al. (2005) explained, "curriculum is a term that includes all aspects of teaching and learning experiences such as the intended outcomes of learning, learning programs, assessment, and methodology" (p.30). The curriculum is often conceptualized as a product that is an almost entirely discipline-focused orientation. The structure and content of a program of study are dominated by industry and professional regulatory requirements. This curriculum conception is often associated with professional body requirements and the employability agenda (Fotheringham et al., 2012). The curriculum of any course content has something to do with the learner; the teacher who executes this course programs the parents and society (OJO, 2014).

Cahapay (2020) discussed rethinking education in post-COVID-19 through the perspectives of curriculum studies. The curriculum is viewed from the perspectives of four elements in terms of goal, content, approach, and evaluation. A curriculum goal that must be emphasized in the new normal curriculum is developing learners' preparedness competencies. When it comes to curriculum content, there are challenges to whether to integrate or reduce it. Zhao (2020) discussed that the same content does not meet the needs of all students, and not all students are interested in the curriculum. The 'what' of learning should be thoroughly considered post-COVID-19.

Zhao and Watterston (2021) also suggested that a new curriculum in post-COVID-19 needs to focus more on developing students' capabilities in cooperating into a competency-based curriculum. Learning has to become more based on strengths and passions and become personalized. It should be noted that the curriculum is evolving. Similarly, Oranga and Matere (2022) confirmed that the new curriculum in post-COVID-19 should be flexible enough to allow all the students to follow their strengths and passions, encompassing creativity, curiosity, critical thinking, entrepreneurship, teamwork, communication, growth of mindset, global competence, and other skills.

Therefore, building back a better curriculum is crucial in acquiring learners' new expected educational outcomes in post-COVID-19. The curriculum is a blueprint and has an important role that directs the teachers and learners to achieve the desired goals and objectives. Education and curriculum are a bipolar process and two sides of the same coin; the former is the contemplative side, and the latter is the active side.

Building Back Better in Pedagogy

On the other hand, the teacher must be master not only in the content and curriculum but also in the pedagogy, and the science of teaching, in which a teacher interacts with students and organizes instruction to be effective ways of learning. Ali et al. (2018) described that Pedagogy is the discipline that deals with the theory and practice of teaching. It informs teaching strategies, teacher actions, and teacher judgments and decisions by considering theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students.

Instructional approaches mostly shifting to online modality should be considered considering different factors. Regarding instructional evaluation, some concerns related to learning assessment present cogent reminders for educators (Cahapay, 2020). Zhao (2020) mentioned that COVID-19 allows all schools to change the way of instruction. Teachers and schools should reconsider their current way of teaching, the 'how' of learning.

Moreover, Zhao and Watterston (2021) claimed that pedagogy education providers must make student autonomy to transform pedagogy. New forms of pedagogy should focus on their learning, developing abilities to

handle the unknown and uncertain instead of requiring memorization of known solutions to known problems. According to Oranga and Matere (2022), pedagogical strategies should also shift focus to student-initiated investigations, developing abilities to handle varied situations instead of memorizing known solutions. The role of the teacher in post-COVID-19 will become a learning coordinator and a manager of learning activities, not an instructor.

The discussions of these scholars confirm that in post-COVID-19, teachers should create effective ways of teaching, which results in learners in the effective learning. The teacher should be a mentor, a facilitator, and a coordinator who provides appropriate positive reinforcement and encouragement and specific and suitable feedback for the learners.

Building Back Better in Blended Learning

Blended learning is an approach of combining two ways of learning which are online learning and face-to-face learning. To be presented in detail, Driscoll (2002) identified four different concepts of blended learning consisting of combining or mixing web-based technology (e.g., live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio, and text) to accomplish an educational goal, combining pedagogical approaches ('e.g., constructivism, behaviorism, cognitivism') to produce an optimal learning outcome with or without instructional technology, combining any form of instructional technology (e.g., videotape, CD-ROM, web-based training, film) with face-to-face instructor-led training, and combining instructional technology with actual job tasks in order to create a harmonious effect of learning and working.

Zhao (2020) thus discussed that online learning appears during COVID-19 and the 'where' of learning can occur not only in the classrooms but also at home or somewhere. Zhao and Watterston (2021) also specified that more effective online learning models are being explored. Students can get access their learning when learning is both online and face-to-face. Regardless of their physical locations, they are no longer required to attend class at the same time in the same place. According to Oranga and Matere (2022), learning spaces and time will be transformed post-COVID-19. The concept of blended learning, a combination of online and in-person learning options, maybe the best paradigm for teaching techniques. Consequently, in recent years, this gives learners more autonomy over their learning, not requiring being in the same physical space to learn and expand their learning place globally.

Therefore, post-COVID-19, blended learning plays a crucial role in the teaching and learning environment. The teachers must know how to use technology both in the actual classroom and in the virtual classroom to create the appropriate space for learning for students. Combining in-person and online learning, it offers an ideal solution for the learning gap for different learners as a truly integrated classroom.

4. Conclusion

To be concluded, the COVID-19 pandemic has changed the whole face of the education system. It has forced the education system globally post-COVID-19 to engage in curriculum, pedagogy, and blended learning. Firstly, a new curriculum must develop students' capabilities, allowing them on their strengths and passions. Secondly, pedagogical strategies should be shifted into learner-centered approaches, evoking the learners' curiosity instead of requiring memorization. Thirdly, online teaching allows the students to learn another side. A blended learning strategy will be transformed post-COVID-19, and learners should have more autonomy over their learning. Learning occurs not in the classroom simultaneously but anywhere in their schedules. Thus, educational policymakers must lay down policies related to education development with globalization in post-COVID-19, preparing to face future educational challenges.

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