

A STUDY OF POST PANDEMIC EFFECT ON STUDENT’S LEARNING STRATEGIES

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ABSTRACT

The COVID-19 pandemic disturbs the world in many unimaginable ways. If we look back on the past two years will come to know that it not only changes the whole world but also effect on each individual. All sectors are badly affected with it and our education sector is not an exception. During pandemic the whole education system shifted on online wheels and started its journey even students have made changes in their learning strategies. After two years now hybrid teaching is going on everywhere and students are still trying to adopt new strategies of learning. This research paper mainly focuses on learning strategies of college students. **‘A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings.’**(Schumaker& Deshler, 1992).

Though the pandemic has offered so many opportunities in higher educations along with it many challenges are also there. Entering higher education, students face the challenge of self- regulating their learning. Students are expected to be autonomous learners and to plan and monitor their own learning in a new context, less guided than in secondary education. The aim of present study is to find out as- how the post pandemic scenario bring change in student’s learning strategies? Are they comfortable to mold themselves according to situation or it’s a hectic thing for them? What problems they are facing & which learning strategies are useful for them now days?

Key Words: Post pandemic effect, learning strategies

INTRODUCTION

The COVID-19 pandemic disturbs the world in many unimaginable ways. If we look back on the past two years will come to know that it not only changes the whole world but also effect on each individual. All sectors are badly affected with it and our education sector is not an exception. During pandemic the whole education system shifted on online wheels and started its journey even students have made changes in their learning strategies. After two years now hybrid teaching is going on everywhere and students are still trying to adopt new strategies of learning. A learning strategy is an individual’s way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings (Schumaker & Deshler, 1992). Learning strategy instruction focuses on strategies that facilitate the active learning process by teaching students how to learn and how to use what they have learned to solve problems and be successful. These strategies involve how to develop a plan for studying for a test, monitoring understanding of the content, clarifying the materials, and evaluating work. This type of self-regulated learning is the key to successful life- long learning and includes the development of such strategies as goal setting, self-instruction, and self-monitoring. (Graham, Harris, & Reid, 1992)

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LITERATURE REVIEW

Blanca J. Parra (2016), ‘Learning strategies and styles as a basis for building personal learning environments’ International Journal of Educational Technology in Higher Education volume This paper presents the results and reflections from a study conducted on students using the e-learning mode from the Panamerican University Foundation. The aim of the study was to identify learning strategies and styles as a basis for building personal learning environments (PLEs). This study was conducted under the parameters of a mixed research approach, which uses quantitative and qualitative techniques, as well as an interpretative approach. The main learning styles found were active, visual and global. In relation to learning strategies, a tendency towards web searching as well as schemes and summary preparation was found. Although these are the prevailing trends, the study allowed us to recognize that each person learns differently; their style and learning strategies are influenced by the environment and the resources at their disposal. This enables educational institutions to identify and make a available the techno- pedagogical tools and strategies required to strengthen and build PLEs that are more assertive and better adapted to the needs and interests of students. This study identified the learning strategies and styles of students using the e-learning mode at Unipanamericana, which showed that the active, visual and global styles predominant.

O. Patrick Ajaja (2010) "Effects of Cooperative Learning Strategy on Junior Secondary School Students Achievement in Integrated Science." The purpose of this study was to determine how the adoption of cooperative learning as an instructional strategy for teaching Integrated Science‘ influences students‘ achievement and attitude towards studies. The study also determined how moderating variables like sex and ability affect students' achievement in Integrated Science‘when cooperative learning is used as an instructional strategy. To guide this study, five hypotheses were stated and tested at 0.05 level of significance. The major findings of the study included - a significant higher achievement test scores of students in cooperative learning group than those in traditional classroom, a significant higher attitude scores of students in cooperative learning group than those in traditional classroom, a significant higher achievement test scores of all students of varying abilities in cooperative learning group than those in traditional classroom, a non-significant difference in achievement test scores between the male and female students in the cooperative learning group and non significant interaction effect between sex and ability, sex and method, ability and method and among method, sex and ability on achievement.

Dr. Sonia Tomar & Abhilasha Jindal, (January 2014) ‘A Study of Effective Learning Strategies In Relation To Intelligence Level across the Science and Arts Academic Streams of Secondary Level’ IOSR Journal of Research & Method in Education. The research proceeds from observation to the conclusions and suggests the implications of the finding to other settings. The present research was focused to investigate the effective learning strategies in relation to intelligence across the science and arts academic streams at secondary level. The objectives were formulated then analyzed and hypothesis wise results are being discussed as- Science students belonging to

high Intelligence level have shown their preferences in favour of all the effective learning strategies. The reason being the highly intelligence student are expected to possess greater insight and interest in their learning as compare to student of low intelligence level. Science students of high Intelligence level have more systematic, more particular and more conscious in their performance. Therefore they prefer to organize the study materials properly that will lead to preference for effective learning strategies as identifying important information, taking notes, retrieving relevant prior knowledge, organizing, elaborating, summarizing and monitoring comprehension. When students engage in study activities that help them organize information, they learn more effectively.

RESEARCH OBJECTIVES

The study was aimed at the following objectives:

1. To know about the learning strategies that students were used before Pandemic scenario.
2. To know about the learning strategies that students are using in post Pandemic scenario.
3. To study the Post Pandemic Effect on Student’s Learning Strategies.

RESEARCH METHODOLOGY

The descriptive survey method was used for this study.

- Sample and Sampling Technique:

The population for the present study comprises all the B.Sc.B.Ed students of one of the integrated college. The college was selected using purposive sampling method due to time bound for research work. For the present study, 36 students of Final Year B.Sc.B.Ed were surveyed. This class was selected by using random sampling method.

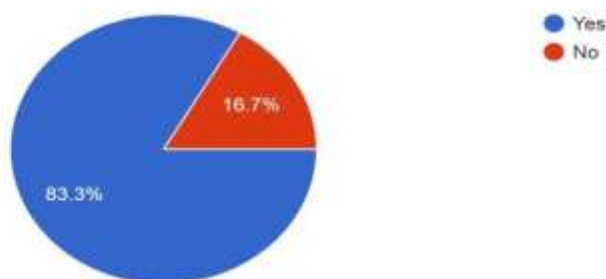
- Research Tool

For the present research study Questionnaire was prepared & checked by experts. Respondent needs to read the statements which mentioned in the four rating scale questionnaire (Always, Often, Sometimes & Never) & objectively think about own experiences and circle how often each statement applies to them

DATA ANALYSIS

30 questions were shared with students to know which learning strategy they used before the pandemic, after pandemic & their experience in shifting these learning strategies were recorded. On basis of available data following analysis come ahead (Here only few questions researcher has discussed)

Have you Changed your learning strategy after COVID-19 Pandemic?
36 responses



Near about 83.3% students have changed their learning strategy in post pandemic scenario whereas 16.7% still adhere with old one

Which learning strategy you have used in Covid Pandemic?

36 responses



Which learning strategy you are using after Covid Pandemic?

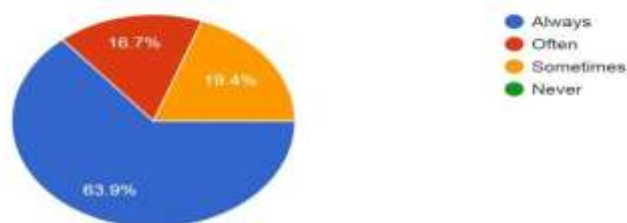
36 responses



Above two diagram gives us clear idea about the strategies that students used during pandemic & in post pandemic scenario. During pandemic scenario all types of strategies were experimented by the students as exam pattern was changed & in post pandemic scenario mainly studying & remembering, writing notes, discussion & reading these learning strategies students are implementing. During pandemic reading & comprehending text was mainly used & in post pandemic study & remembering is highly prefer.

Is it challenging to adopt new learning strategy?

36 responses



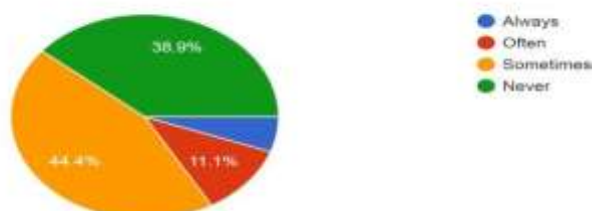
The above graph indicates that 63.3% students thought that changing learning strategies was always challenging task for them.

I will be able to do it because my teacher has shown how to do it.

36 responses

While using new Learning Strategy I give up if I cannot do the task easily.

36 responses



This chart indicate that in changing learning strategy teacher played an important role. All students agreed that sometimes, often or always teacher guide them about how we can change our learning strategies & which learning strategies are useful in this scenario.

Above graph explains the feeling of the students. 44.4% students thought that sometimes they wants to give up as they cannot cope up with the changed learning strategy. It also tells positive picture as 38.9% students thought that they never feel to give up

CONCLUSIONS

Through the present research study following conclusions researcher has note down such as-

- Students have changed their learning strategy after COVID-19 Pandemic.
- In COVID-19 Pandemic due to situation learning strategy such as ‘Effectively interacting with others’ was rarely used.
- In planning stage before study 47% students always & 33% sometime start their study by setting their goals prior.
- 61% Students always plan the steps that they need to complete.
- Before changing Learning Strategy 52.8% Students sometime feel they will be good at doing it. This shows positive attitude & self confidence level in post pandemic scenario.
- Before changing Learning Strategy 50% Students always need to be interested in what they are doing/changing.
- 25% Students often & 52% Students sometime feel terrible as before they have never changed their learning strategy. It shows students stress level also.
- Behind changing Learning Strategy 44% Students sometimes wanted to change their teacher's thinking. It indicates that though it may be online or offline education, teacher plays an important role in student’s life.
- While using new Learning Strategy 56% Students always 22% often carry on using the old strategies even if they face problem in it.
- While using new learning strategy 67% Students always check their understanding whether they have understood through this way or not.
- It is important for Students to complete the task without anybody’s help.
- Students try to do their best & 75% students always feel proud of themselves.
- Almost 99% students feel that ‘Trying hard is worth the effort’.

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