

## Teaching-Learning with Technology

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The COVID-19 pandemic has affected education system worldwide leading to the near total closure of the schools, colleges, universities. To attenuate its impact on education, teachers all over the world are making a remarkable effort through online classroom to let their students learn staying at home. Though in India where most of the teachers and students are not so savvy with the use of technology, we are inspiring one another to comprehend the situation in a positive way.

Primarily as a matter of jest I started online class with sharing pdf related to the topic on Google classroom with 22 students registered out of 93. Students also showed interest in online classroom by registering and replying at my post. They used to say "Good morning sir", "How are you sir?" in attractive fonts and smiley. Reading their comments! I used to feel their warmth, affability and ebullience. More number of students started joining my class using the code generated by me, sooner the attendance rose to 78 out of 93. I believe lack of access to technology and internet access refrained the remaining to register in Google classroom attributing to their necessitous family background.

But alas! What happened?

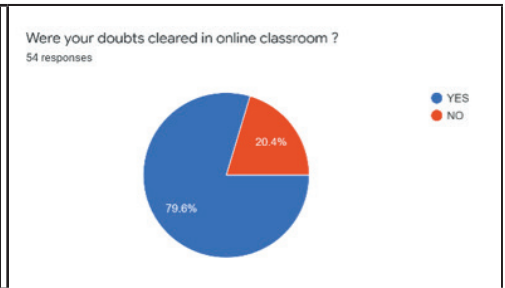
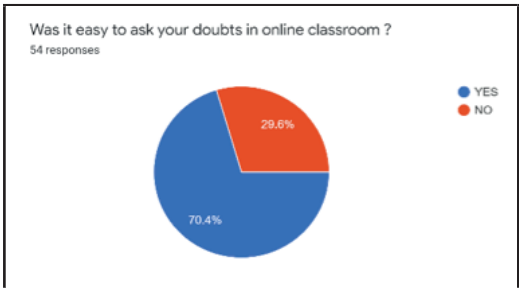
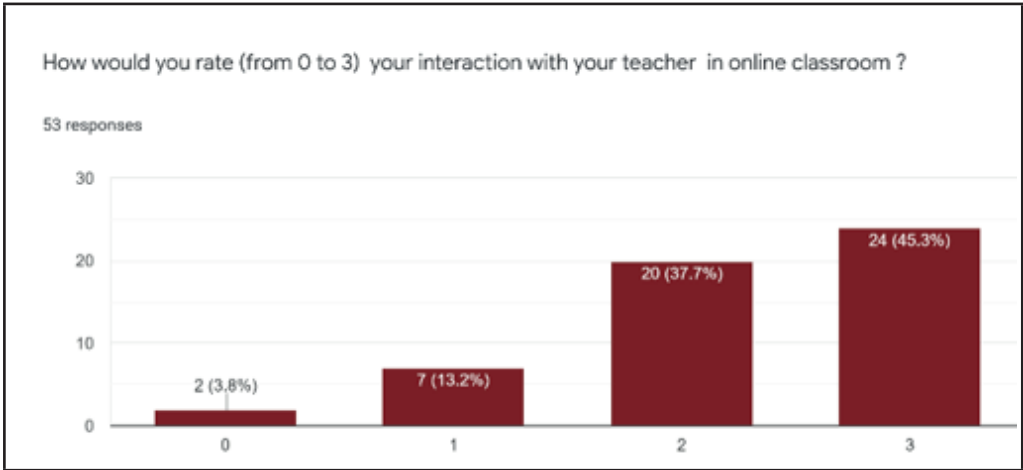
In a couple of days, the good morning wishes and the replies to my posts declined rapidly inferring that mere sharing pdf of related topics couldn't

help them in mathematisation. Conceptual notes were shared to intrigue them in subject but their distract behaviour made me realise that they seek my presence in the Google classroom. I decided to record an audio on introduction of "Integers" to fascinate them, keeping in mind that not only students but their parents, family members are also going to listen it and anticipate my capability, competence, and potential as a teacher. Unlike actual classroom, it was very difficult to record an audio imagining students are sitting in front of me. After much trial, deleting and editing for several hours, my intense earnestness led to successful cessation with a 7.26MB audio. On that very day I, with full excitement, shared the audio and sat back with satisfaction, until a notification popped with message "couldn't send, something went wrong". I resend the audio and moved my phone in air but these efforts were in vain. Audio later edited in smaller clips and sent successfully at midnight. No doubts or counter questions were posed by them. Quiziz.com, google forms were used to make stimulating questions for their inquisitiveness. As we proceeded in the lesson, videos were required to make them understand the mathematical logics and concepts. Inadequate internet speed coerced me to share YouTube links instead of sharing my own videos. I asked some students for their feedback through Google form and got

few responses:

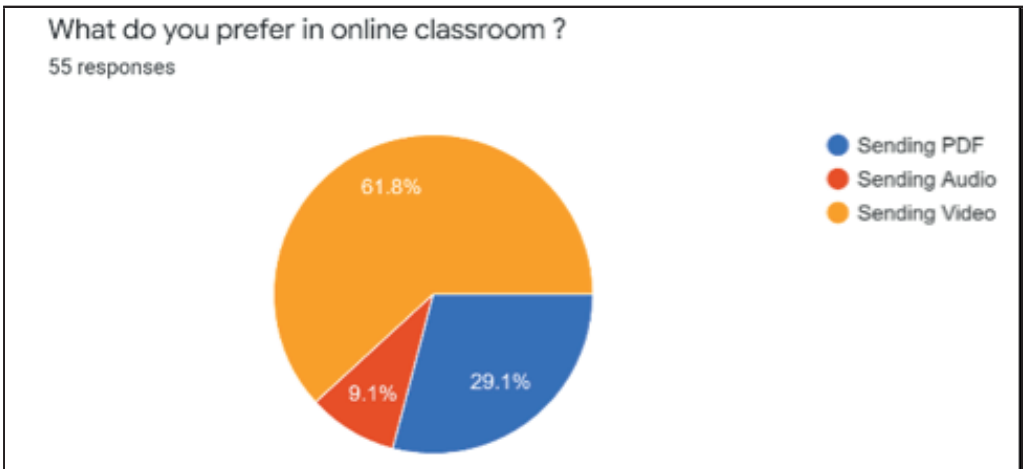
Four point rating scale i.e. even numbered rating scale is used to avoid apathetic response as many students

have the tendency to choose the average one.



Most of the students were able to ask their doubts and despite of the slow internet access, were cleared. Most of the students prefer online

classes through videos or live classroom, which is onerous for me in such internet speed.



I used strategically placed prompts, cues, question, direct explanations and modelling to guide their thinking and facilitate an increased responsibility for the completion of a task. However, COVID-19 has become a catalyst for educational institutions worldwide to search for innovative solutions in a relatively short time period, we have to evolve our prowess in ICT and assimilate it in teaching learning process with insightful contents for their enduring involvement. By the time actual classroom begins learning outcomes ought to be reoriented to horizontal mathematisation instead of vertical and the focus should be on learning, rather than testing for scores.