

Education for

a Digital Era

Advice & Practice

Around Globe

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Editorial

Education is one aspect of shaping the character of the nation's children. Therefore, in the educational process, an educator must be able to master various learning media because conditions are constantly changing. Moreover, at the current time, the Covid-19 Pandemic is sweeping the world, and multiple sectors are experiencing changes and are required to adapt to the circumstances. Educational institutions must transform learning media during the Covid-19 pandemic.

Covid-19 pandemic conditions have caused extraordinary changes, especially in education. It's as if the entire length of education is being transformed to adapt suddenly drastically to do homework through online media. It's certainly not easy because it's not quite ready. The problem in the education world is that the learning process is not the same. Either standard or quality of learning attainment is desirable.

Media itself is one of the supports-thing in the learning process. The success or failure of the learning process is primarily determined by the media used. Media is everything that can be used to send messages from sender to recipient so that it can stimulate students' thoughts, feelings, concerns, and interests so that the learning process occurs. As stated by Dabbagh and Ritland, online learning is an open and distributed learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate learning processes and knowledge formation through meaningful action interaction.

Knowing for to days learning in new normal situations, what we called by blessing in disguise in educational field, by the impact of pandemic situation the model of teaching and learning going to grow faster, in this case the policy maker of education and also the teacher rethinking the model of educational system, it will be dealing with the infrastructure going to use in the school, technology which is support the teaching and learning process, and also teachers reinforcement on the using of smart media that suitable with the school condition.

What have already done by the teacher, lecturer and also educational policy maker around the world, really vary in their condition, as written by the contributor of this book chapter, really showed up, that the struggle of the teacher, lecturer all around the world is a little bit of their experience, that given us prove their effort will be a good story for the readers, especially teacher and lecturer.

People now depend so much on digital tools in this digital and highly globalized world environment that almost, if not all use digital tools to be able to communicate, connect and relate with others. The dependence on digital tools has become enormous and widespread. The number of gadgets is equated to the number of heads at home, in school, in the workplace, inside the bus, an airplane or any environment because each one practically owns a gadget. It is something that men and women cannot live without. The digital era is characterized by the development of technology that increases in various fields.

Technology has a significant role in realizing changes and improvements in human life and its environment. The development of technology certainly creates strategies, products,

or machines to make technology more advanced. Since a technology is not just an alteration to human lives but also alteration to its surroundings, so all the things around us that we see or use in our daily lives are the consequences of the distinct technological breakthroughs over the ages. The development of technology encourages people to change their habit until it can be said that human cannot live without help of technology.

The global use of technology might have influenced all of education institutions to follow the current trend of the technological usage. The use of information and communication technology or ICT become a key role in improving education. The field of education has been affected by ICT, which means it is affecting teaching and learning. ICT affects the all of people at school, workplace and the other educational place. The role of ICT in this digital era can improve and develop the quality of education. The use of ICT in English language teaching is expected to give more benefits for teaching English.

Besides, many people are afraid of the development of technology because they cannot keep up with the times where everything is becoming digital. In the field of education, the teachers and the students are affected by these unprecedented developments that changed the world as a learning environment powered by tools. Considering that schools take the burden of educating individuals, the administration is by all means, should invest in technology, retool its teachers, and transform the physical environment into a learning environment that will develop the students 21st century skills. Being able to speak English is a great advantage because the English language is a force of unity.

Teachers' readiness in technology and internet use are important issues in e-learning. Because, the long-term success of the internet use depends on the readiness of the teachers to

integrate the application into the teaching learning process. The traditional English teaching has been drastically changed with the remarkable entry of technology, hence, technology in English language teaching has increased in popularity. In other words, the teachers are expected to be more expert by developing their competences, especially in technology because it provides so many options in making teaching, interesting.

Abd. Ghofur, Indonesia

❖ *ENVIRONMENTAL DISPARITIES AND THEIR EFFECT ON THE INNOVATOR*

Dr. Rima Abdel-ilah Al Khani

Fursan Company-Syria

Perhaps most of what we recognize as creativity was not born out of any particular homeland, rather the place carries an important incentive to work. Perhaps the bitter taste of alienation, no matter how high the level of luxury is to the creative person compared to home, is a constant source of inspiration, as there is short- term alienation and long- term alienation.

Short term alienation is a journey, no matter its purpose, as it is considered to be an incentive and an inspiration meant for many innovators, not to mention the obstruction caused by the inability to assimilate into the new environment, which leaves the orientation of creativity or its progress hinging on the new psychological state of the expat. But, anyway, it is still considered a quantum leap for the innovator that urges them to recover themselves, finding ever so slightly different, a difference they then utilize for their work.

Al-Bayan E-newspaper wrote the following segment:

- The environment is a significant element of the writer's general cultural background, just like everyone else in the information obtainment process, and experience in its general sense. But, the writer differs from everyone else in their internal handling "psychological and intellectual" and external handling "expressive" of information, scenes and events...etc. "the writer does not write out of thin air, but rather through that complex, intricate cultural background that is recalled from the local and external environment –not to mention their internal psychological and intellectual make up- through reading, watching, listening, following, and interacting. As for the presence of the local environment in his writings as well as others Ibrahim says: "this question must be directed at the critic, not the innovator, as they would be the most interested in digging deep into the literary text and revealing its shadows, symbols and suggestions."

The Main Axis of The Studies

1. The creative commonalities between innovators
2. Creative obstacles
3. Conclusion

1. The creative commonalities between innovators

Despite the differences between the creations of the innovators, and the differences between the environmental circumstances that formed their personalities, there are still commonalities between them such as motivation, independence, adventurousness, being high energy, high sensitivity to problems, imaginativeness, a strong and positive personality, self-integration, working in complete harmony with his abilities and ideas, attraction to the complexity and having a sense of fun and humor.

Perhaps one of the first definitions was accurately clarified by Torrence (1964), he describes the innovator as:¹

- "The true innovator, is the first to give something its value and produce with it, and the last to quit that thing"

Perhaps what Dr. Abdulrahim Mohammed Abdulrahim² said about the elements of thought and its success is important in manifesting the methods of success through people whose performance improved through a change in the lived environment which are:

-The element of renewal.

-Excitement, then renewal.

-Investing and employing natural abilities.

In return, most of the motives for geographical relocation are because of restrictions on the innovator's freedom, which provokes them and pushes them to search for the best in their opinion.

The objectives that they write for, on the other hand, are separated into personal goals related to their thoughts and ideals, and

¹ King Abdulaziz and His Companions Foundation for Giftedness and Creativity, Article, Components of Creativity, 1343 AH.

² Abdel Rahim Mohamed Abdel Rahim, a study, creative thinking and its role in problem analysis, decision-making and decision-making. Blog.

inspired relaxing works that are nestled in between works that are oriented toward the main goal.³

2. Creative Obstacles

Perhaps the most important obstacle to the innovator is themselves. We may be amazed by that phrase but that is reality, the innovator is exceedingly sensitive inside and without that sensitivity, they wouldn't be creative at all. That's why they are either impeded from work or pushed to evolution, renewal, and production by any problem that comes across their way in life. Bravely overcoming obstacles and finding alternatives is the solution and revelation in seeing the creative future.

³ The School of Diaspora Writers is a good example of our research: [_\(Wikipedia\)](#)

Diaspora poets or the diaspora school are Arab poets who lived and organized their poetry and writing in the countries they migrated to and lived in. People used to call the members of the Pentecostal League and the Andalusian League the diaspora poets, while in fact there are many immigrant poets who were not members of those literary associations and clubs.

Writers of the northern diaspora

They are the Arab writers who immigrated to the United States of America and to other regions of North America. They are the Al-Rabita Al-Qalamiya group and another group who were not part of the League, including: Amin al-Rihani, Nimatullah al-Hajj, and Adnan Kamal Radwan.

Pencil Association

It was founded in 1920 by Gibran Khalil Gibran and their companions, and its members were:

Gibran Khalil Gibran. Michael Naima. Nassib Arida. Rashid Ayoub. Abdel Masih Haddad. Nadra Haddad.

The writers of the southern diaspora

They immigrated to the regions of South America, such as Brazil, Argentina, Mexico and Venezuela, and founded a group of writers there called the Andalusian League. The names of those who participated in this league, and members of this league are:

Michel Noaman Maalouf. Fawzi al-Maalouf. Rashid Salim al-Khoury. Shafiq al-Maalouf. George Sidah. Elias Farhat. Aqel al-Jar. Shukrallah al-Jar. Girgis Karam. Tawfiq Qurban. Iskandar Kerbaj. Nazir Zaitoun. Mahdi Skafi. Omar Obaid. Elia Abu Madi. Yara Shalhoub .

Perhaps hesitation and lack of confidence are the first problems that impede evolution and encouraging the innovator to take a path, not for marketing but continuing to create first and then the other elements will come on their own. Perhaps helping those is by opening up ways for them to prove themselves and continue their accomplishments, and criticism them to ensure their evolution. If they respond to honesty in giving help, despite its rarity, that would be for their benefit, otherwise, all will be lost.

On the other side, we can manufacture the appropriate environment to elevate the level of creativity and push it forwards. Mr. Ahmad Sayyed Al-Kurdi say:

The study aimed to identify the factors that principals may use to create a creative environment in the school, and the characteristics that characterize the creative organizational climate in the Johannesburg Educational District in South Africa. The study sample consisted of 80 secondary school principals in the Johannesburg Educational District. A questionnaire was used to collect data. The study reached a number of results, including: One of the factors that help principals in creating a creative environment in the school are: evaluating achievements justly, giving workers the opportunity to take risks, not being afraid of failure, and dealing with workers' mistakes with tolerance. Compassion, reducing bureaucracy by concentrating powers in one hand, providing a communication system that allows for the exchange of experiences and ideas, encouraging individual creativity, providing psychological support, giving sufficient time to creators, giving incentives to creators, and providing the material capabilities necessary for creativity.

The first environment remains the first motive for creativity, whether in encouragement or provocation. We say: Parents and guardians have important roles in the development and growth of creativity in their children, which are represented in the following:

- Acceptance of ambiguous thinking patterns from children and not complaining about many questions, with a tendency to legalized tolerance and non-authoritarianism.
- Encouraging children to make decisions, and to try to discover the unknown and the mysterious.
- Respecting the leanings and tendencies of children, and encouraging them to practice new activities.

-Parents' awareness of the nature of creative children, which is far from obedience and compliance with orders, and is characterized by a high degree of independence.

-Allowing the child to express their thoughts freely, and interact more with the people and elements around them.

-Clarifying the rules and laws followed within the family, and knowing what is right and what is wrong, while making sure of instilling moral values without exaggeration.

-Avoiding, whenever possible, blaming and criticizing the child, avoiding aggressive punishment, and being strict in disciplining them.

-The principle of continuous correction of the child's mistakes must not be practiced because the use of this principle hinders his creativity.

-Providing a calm family atmosphere, and warm family relationships that help the child to show their creativity and excellence, as well as their feelings of love and acceptance by their parents.

If we really take a look at most innovators, we wouldn't find that they all have orderly backgrounds that pushed them to create, rather they created something new and added to their lives a new life. That's why we can say:

- creativity is a complex, not a simple concept. Each innovator has their own idiosyncrasies in their formation, that make the motivation for creativity and element that's paired with it whose details no one understands but the innovator himself. These are nothing but innovation in the world of upbringing so that we're not unjust to the people of distinguished talents.

We may regard these things presented simply as:

Old experiences, repressed desires, strong desire and clear ambition, the chosen or imposed work environment, the actual place and time, whether it is in line with the tendency and mood or vice versa, the social environment.

3. Conclusion

We finally conclude through this quick study, that the environment has an important role in pushing the innovator forward to escape from it or to it, rejecting it or wanting it, criticism or reform. Overcoming the obstacles that always arise in any environment, through which the creator is most provoked to express the world he dreams of living in, and without it, creativity would not have emerged

from its bottle to the wider space. Literary constructional expression, a type of social activity, that is no less important than any other human activity, people chronicle their social life in all its forms, and it is the truest picture if it is balanced, heralding the negatives and the positives with balance, objectivity and logic.

On the other side, we can manufacture the appropriate environment to elevate the level of creativity and push it forwards. So that the world around him becomes as close as possible to his temperament. This matter remains personally or according to the institution affiliated to the homeland and located in the other country, and this requires new research.

❖ *EDU-ESCAPE ROOMS*

Melissa Esposito

Italian Math Teacher-Italy

The pandemic forced us to work from home for several months and we all had to learn to teach in a blended and hybrid way. Hybrid learning can be a useful weapon to stimulate students by using new tools that were previously unknown to them.

Hybrid learning is an educational model where some students attend class in-person, while others join the class virtually from home. Educators teach remote and in-person students at the same time using tools like video conferencing hardware and software.

In some cases, hybrid classes include asynchronous learning elements, like online exercises and pre-recorded video instruction, to support face-to-face classroom sessions. When planned well, hybrid courses combine the best aspects of in-person and online learning while making education more attainable for many students. In 2015, was adopted the 2030 Agenda for Sustainable Development. It wants to redirect humanity towards a sustainable path and it was developed following the United Nations Conference on Sustainable Development. the 2030 Agenda contains 17 Sustainable Development Goals also said (SDGs). Their aim is to secure a peaceful, prosperous and equitable life on earth for everyone now and in the future. Hybrid learning has to help students to achieve sustainable development goals.

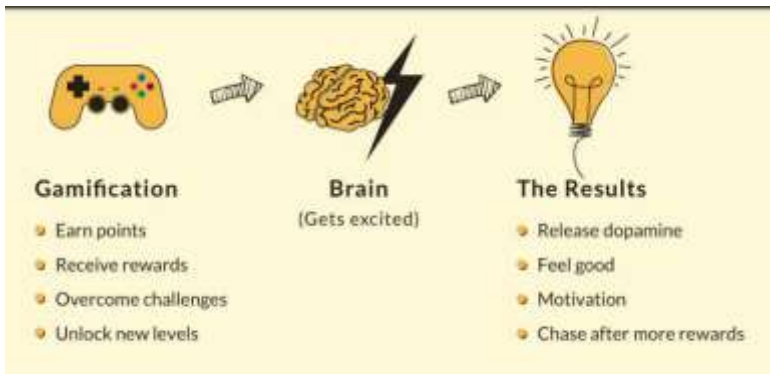
With this paper I want to propose a different way to bring students closer, through hybrid learning, to the objectives of the 2030 Agenda to achieve sustainable development goals.

The new frontier of teaching methodologies is learning through gamification and game-based learning. Let's see what it is, later I'll show you some examples. From the beginning of our lives, human beings to discover the world through play and games. Sustainable development is still a strange concept for many people, which is why it has used gamification to respond to the urgent need to amplify its message and generate paradigm shifts.

As teachers we have been using games for a long time... And then came the video games...Applying game like principles, activities, and approaches to another setting, like business or education. From an

educational perspective, there are three important concepts linked to games: **gamification**, **Game-Based Learning**, and **serious games**. they are all related, and have different characteristics. **Gamification** is the most known. It is used to designate any activity in which playing and education or training are related; however, gamification consists in the use of mechanics of playing in non-playful contexts. It is often implemented with help of online platforms, such as Classcraft or Classdojo.

Game mechanics are used to gamifying any process or content. They drive and encourage user behavior through rewards, points, feedbacks, badges and other kinds of incentives



The purpose of gamification for a good approach to instruction is to motivate learners to become active participants in their own learning process. **Game-Based Learning** is a teaching method that balances educational materials with the strategies, rules, and social aspects of playing a game. Games are an effective way to learn because they simulate adventure and keep our brains happily engaged.

Learning theories that supports GBL:

1. Active
2. Problem-based learning
3. Social learning
4. Constructivist learning
5. Collaborative learning

Types of games:

1. Simulation: experience and immersion: learning
2. Adventure: exploration and problem solving: learning
3. Role-Play: active learning
4. Strategy: Outmaneuver learning
5. Quiz: testing: learning

Benefits of Game-based Learning in Classroom In particular in hybrid learning)

1. Low-risk competition
2. Social-emotional growth
3. Student-centered learning
4. Increase child's memory capacity
5. Computer and simulation fluency
6. Problem-solving

GAMIFICATION		GAME-BASED LEARNING
Adding game-like elements (badges, experience points, etc.) to a lesson		Using games (such as Minecraft) to teach specific learning objectives
Motivation: Likely extrinsically rewarding, i.e. the reward is tied to grades		Motivation: Games are designed to be intrinsically rewarding. May also be extrinsically rewarding
Assessment is not within the "game"		Assessment is in-game
Game-like aspects are adjusted to fit the lesson content		Lesson content is adjusted to fit the game

The knowledge acquired through game-based learning is retained at a higher rate than other methods of learning. Game-based learning allows students to engage with standards-based concepts in a playful and dynamic way. STEPHEN NOONOO, in his book “Playing Games Can Build 21st-Century Skills”.

Escape rooms - or escape boxes - are a recent entertainment phenomenon that became popular. Typically, an escape room will be

played by a small team of people who will be 'locked' in a room and have to solve puzzles within the time limit in order to escape. The goal is to ensure that participants identify strategies during the experience to promote change in the society in which they live and in particular they should achieve sustainable development goals.

When the Escape Rooms have a pedagogical purpose, they are usually called Edu-Escape Rooms and can be related to gamification and Game-Based Learning. The potential for student engagement and motivation is one of the main advantages of Edu-Escape Rooms.

The game will take place telling a story with a core goal, for example to escape from the mad scientist's lab with the secret formula, defuse the bomb and save the world, or save the planet from pollution. This narrative will influence the way in which the room is set and dressed and the types of puzzles. Since escape rooms have become an increasingly popular activity, educators have quickly seen the potential for learning.

- Escape Ed in the US was one of the first educational escape room developers, focusing on maths and science games in high schools. Then Edu Escape rooms became popular in Canada, in the UK, Spain and Germany and then in all over the world.

Creating a good educational escape room is not easy but involves getting the right combination of fun and playability coupled with the intended learning outcomes embedded in a way that is seamless and doesn't detract from the game play. It is this balance of fun and learning that is crucial to the design of an effective educational game and can only be achieved by designers who have the right mix of educational and game design skills, and time devoted to prototyping and testing. escape games can be created by anyone with an imagination.

The escape room concept and design characteristics

Players need to transfer from their real-life context into the game context, such as a crime scene or woods. The immersion of players during gameplay is very important. In educational games, it is used to get a learner engaged, solving challenges and finishing the task. To design an escape room you have to provide instructions first, then you

have to get stuck, then solve puzzles so you can run away from the room and finally celebrate victory!!!

Teacher's role

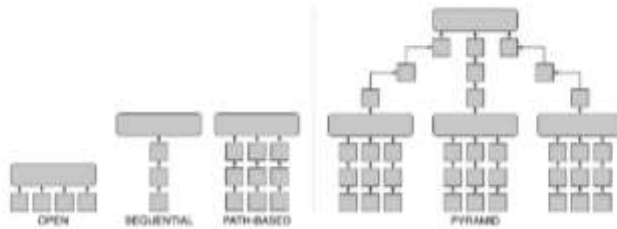
The teacher's role Teachers are crucial in the learning process, also in collaborative learning. When to interrupt in students' collaboration and what to address is challenging for teachers (Van Leeuwen & Janssen, 2019). In the studies we have seen that teachers have a role at the introduction of the game, during and after gameplay. During the gameplay, different aspects of the role of teachers and staff can be distinguished: 1) monitoring, 2) guiding, 3) providing hints, and 4) debriefing.

Why escape rooms are effective for learning

There are a number of pedagogic reasons why playing educational escape games offers a valid and engaging approach to learning.

- **Social Skills.** Escape rooms offer the opportunities for groups of students to work together to solve puzzles. Good escape rooms cannot be solved alone (for example they need two people in different spaces and this is perfect for **hybrid** learning to solve a code) so that players have to communicate and collaborate.
- **Problem-solving.** Escape rooms present a variety of different types of puzzles from codes and cyphers and traditional puzzles, to finding or manipulating objects and complex digital puzzles.
- Players also develop **resilience** as they make multiple attempts to solve puzzles in different ways, and creativity.
- **Lateral thinking.** players have to think differently from their usual mindset and combine objects and ideas in new ways.
- **Engagement.** The very fact of playing an exciting, time-dependent immersive game may be engaging for many.

In this figure we show you some puzzle structures in escape rooms: a) basic structures: open, sequential and path-based; b) a complex, hybrid structure, such as a pyramid.



Squares are puzzles and rectangles are meta-puzzles.

- a. cognitive puzzles that make use of the players' thinking skills and logic,
- b. physical puzzles that require the manipulation of artefacts to overcome a challenge, such as crawling through a laser maze
- c. meta-puzzles, the last puzzle in the game in which the final code or solution is derived from the results from the previous puzzles

Cognitive puzzles seem to be predominant in ERs (Nicholson, 2015). Nicholson (2015) identified four ways of organizing the puzzles, see Fig. 1. In an **open structure**, the players can solve different puzzles at the same time. All other puzzles need to be solved before the last one. The **sequential structure** presents the puzzles one after another; solving a puzzle unlocks the next, until the meta-puzzle can be solved. The **path-based structure** consists of several paths of puzzles. Combining some of the basic structures produces a complex, hybrid structure, which may take, for example, the form of a **pyramid**. To solve the puzzles, players require skills such as searching, observation, correlation, memorization, reasoning, math, reading, and pattern recognition.

The digital tools that can be used to create an escape room are many, you can build an escape room with Google Sites and introduce an activity on each page with different tools to solve riddles, puzzles, codes and cyphers, enigmas of various kinds. In the example I created here there are sustainable development questions created using Google forms, learning apps, genially, jigsaw as you can see in the link below escape room about sustainability

The structure is simple: it is a **sequential structure** that presents the puzzles one after another; solving a puzzle unlocks the next, until the meta-puzzle can be solved.

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❖ *The Innovation of Digitalization, New Trends in Teaching*

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New Learning, New Trends.

In at least 160 nations, the Coronavirus pathogen (COVID-19) has forced temporary school closures. There may be short-term learning loss, but there may also be long-term loss of human capital and reduced economic possibilities if schools are closed for long periods of time. E-learning, remote learning, and other approaches have been and are being pursued by various countries in an effort to reduce the loss of learning. In the spring of 2020, the spread of the new coronavirus shattered nearly every element of human existence. It was on March 11 that the World Health Organization (WHO) proclaimed COVID-19 a pandemic due to its rapid spread across the globe. Since this extraordinary decision was made, the lives of students around the world were significantly affected.

New learning technologies began to emerge and evolve at a faster rate than ever before towards the beginning of the twenty-first century, and this was becoming increasingly apparent during this period. Ending educational technology as we know it in the late 1990s seemed like a magical switch that ushered in a new era of educational technology that would not only enhance, augment, or extend human intelligence but might potentially transform it in innovative ways never before seen (Bonk 2009a)

However, despite the enthusiasm for teaching and learning with technology at COVID-19, there are still cautions, concerns, and an assortment of unknowns in the field of educational technology. The cost justification of various technology tools and apps is a concern for some. Others express concern about the real-world consequences of these ideas.

Even so, some are concerned about who's needs are being met and for what goals countries embrace or integrate a certain digital tool or application into education and instruction. It is now possible to use

real-time connections like Zoom (Hogan and Sathy 2020; Snider 2020), Adobe Connect (Cisco WebEx, BlueJeans), Skype (Google Hangouts), and Facebook Messenger Rooms (Bonk & David 2020) to transform the instructional capabilities of synchronous technology in today's global pandemic. Contrary to the late 1990s and early 2000s, instructional design and educational technology are now more popular than ever before, thanks in part to the rise of COVID-19 (Bonk & David 2020). Concerns have been expressed regarding whether educational systems are prepared for such a rapid expansion of digital learning as a result of the sudden move to online schooling.

The requirement for remote and integrated learning in 2020–2021 necessitated a new study of m-learning pedagogical techniques. There are two authors who believe that mobile learning is an inescapable alternative during COVID-19, namely A. Naciri (2020). Students' perceptions of the use of mobile learning devices during COVID-19 were examined by B. Biswas et al. (2020) finding that students were enthusiastic about mobile learning, as well as its ability to bridge knowledge gaps, educational institutions were encouraged to implement mobile technology throughout the education system.

Even if m-learning has some drawbacks, its tremendous pedagogic potential can only be fully realized if multiple types of content, such as mobile applications, mobile sites, social networks, and user content, unique mobile content, are utilized. According to Tkachuk, G (2018) and Slipukhina, I. (2020) Mobile applications (MA) analysis was necessary for this work since it can be used to develop physics field experiment methodologies. All MA can be grouped into four kinds based on didactic purposes, according to earlier research application directories, apps for monitoring and evaluating knowledge, virtual labs and sensors by Goncharenko, T., (2020) describes in Figure. 1 below.

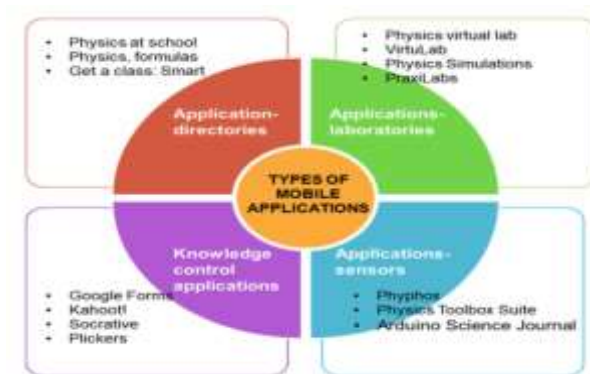


Figure 1. Classification of Mobile Application

The New Trends in Teaching.

As a result of a variety of factors, traditional colleges and universities are increasingly shifting their courses and programs online. As a result, educators need to be able to teach in a variety of formats aside from the traditional face-to-face one. Below the new trends in Education sector:

Table 1. New trend in EduTech

Trend 1	COVID-19. As a result of the virus, schools were compelled to use less traditional ways of teaching, many of which relied heavily on online resources. The number of institutions moving all or most of their face-to-face classes online, including laboratory and experiential learning activities, will continue to rise through the fall of 2020, according to a report from the Association of American Colleges and Schools. Comcast, Charter, Spectrum, AT&T, and other telecommunications companies have all offered institutions free online access for a limited time. It has also developed more online student support services for things like career and health
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	<p>services and housing and the like (Hodges, Moore, Lockee, Trust, & Bond, 2020; Online learning, 2020).</p> <p>A Best Colleges study of 398 school leaders and 1,500 students indicated that online programs remained to be in high demand even before COVID-19 entered the North American vocabulary. There has been an increase or a decrease of online students during the past year, according to 99% of administrators. In addition, almost 94% of students said they were very satisfied with their online education (Best Colleges, 2020). These students, of course, made the decision to pursue an online education. While traditional public four-year institutions had slightly lower enrollment (1.4 percent), as did private nonprofit ones (2 percent), those that were predominantly online before the pandemic actually experienced growing enrollments for both undergraduate (6.8 percent) and graduate students (7.2 percent). More studies have shown that students who take at least one online class have a higher degree completion rate regardless of the sort of school they attend (Wavle & Ozogul, 2019). The popularity of totally online learning has been bolstered by two more trends:</p>
Trend 2	a growing number of non-traditional students, for whom online learning is a viable option (Brown, McCormack, Reeves, Brooks, & Grajek, 2020)
Trend 3	A more sustainable and smaller carbon footprint model will be required as a result of climate change, which will put pressure on institutions to increase their online educational offerings (Brown et al., 2020)

Power in design comes from bringing learners to a meaningful goal. To achieve this end, the course's objectives are shaped by the instructional goals, objectives, outcomes, and overall focus. take advantage of design's potential by:

1. It's important for teachers to begin with a "purposeful enterprise"—learning that will have a long-term impact on the pupils (Fink, 2013).
2. Consider "functional relevance" when selecting technology (Snelbecker et al., 2008).
3. Put the information you're using to good use (Burkholder, 2014; Monahan, 2015; Weimer, 2014).
4. Design learning activities that allow students to feel a sense of pride in their accomplishments (Wiggins & McTighe, 2011)

It's common for students to give up online classes because they find the subject irrelevant or inapplicable (Muljana & Luo, 2019). There is not enough time for a teacher to demonstrate the relevance of the material and provide opportunity for students to apply it if the subject is too dense. As a result of faculty's genuine interest in the area and desire to share this with students, content coverage often expands (Weiss, 2019), which often results in the firehose effect.

In spite of the fact that many instructional design approaches do not explicitly include the concept of meaningful learning, a number of instructional design academics completely support this idea. Gagné & Merrill, (2000) and other educators and assessors propose giving students an adequate, authentic challenge while assessing them (Monahan, 2015). Figure 2.1 illustrates some of the early instances of learning goals that exhibit multiple sorts of substantial learning, including changes in students' values, refined ways of thinking, mastery of complex knowledge, and problem-solving skills.

Table 2. Significant Learning Domain

Values	Students' political, social, and communal involvement is emphasized as a means of educating and inspiring them to take on civic responsibilities in a free society (Kovalik & McGeehan, 1999, p. 372). Pupils should be able to experience learning "in the context of a purpose that is relevant to the student" and "closely tied to how students will apply it outside of the learning
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	environment" (Schank, Berman, & Macpherson, 1999, p. 163)
Ways of Thinking	Addressing "fuzzy, ill-defined, and ill-structured problems" that are genuine and relevant to students' lives by utilizing many perspectives and divergent thinking (Hannafin, Land, & Oliver, 1999, p. 117). "Generic methods of thinking" and "general logical structures of numerous subject topics" are essential for success in education, industry, and today's information society (Landa, 1999, p. 342).
Complex knowledge	In a "situated, learner-centered, integrative, and collaborative" learning environment, students gain "subject knowledge in difficult domains, problem-solving and critical thinking abilities, and collaboration skills" with authenticity and relevance (Nelson, 1999, p. 234). Instruction in "how to learn, what to learn, and the content of what one learns" as well as in knowledge construction (Mayer, 1999, p. 142). Learning how to "operate with people" and "learn" from others in order to "handle with difficult challenges" (Bielaczyc & Collins, 1999, p. 270).
Problem Solving	Solution and conceptual development that is "motivated by an ill-defined problem (or question, case, or project) and 'owned' by the learner" during which learning is authentic and active where students can generate knowledge based on their own experiences (Jonassen, 1999, p. 216). Learning how to solve problems in a "problem-based," then in a "project-based" setting, with numerous models for how to think, accept uncertainty and explore on one's own. Also learning how to communicate effectively with others (Schwartz, Lin, Brophy, & Bransford, 1999, p. 185).

Creative Thinking	<p>This is a type of learning in which the learner is "driven by an ill-defined problem (or topic, case, or project) that is owned and 'owned' by the learner" during which learning is authentic and active (Jonassen, 1999, p. 216). A "problem-based" approach to issue solving is followed by a "project-based" approach that includes a variety of approaches that teach students to think critically, accept uncertainty, and do independent research. Additionally, you should work on your interpersonal communication skills (Schwartz, Lin, Brophy, & Bransford, 1999, p. 185). Commitment to the creative process, as well as metacognitive awareness. Rather than starting with a product or artifact as a personal objective, students are encouraged to think about how they are thinking while working on their projects and solving creative challenges in this framework. Students' increased creativity serves as a measure of the program's success (Seng, cited in Adams, 2005, p. 18)</p>
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Source: Adopt from Nilson, L. B., & Goodson, L. A. (2021).

Related to the significant learning domain its need to preparing methods by self related learning. Pintrich, (2000); Zimmerman & Schunk, (2000) stated self-regulated learning is a term used to describe the process of defining goals and preparing methods prior to a learning process, monitoring one's progress throughout the learning process, and evaluating one's progress after the learning process. Metacognition, emotional reactions to the information, and bodily reactions to the learning environment all play a role in this process, which takes place on a number of levels. Self-awareness, honest introspection, and self-assessment, as well as a readiness to adapt one's own learning strategy, are all necessary. Giving students reflective projects and leading them in self-testing or reflecting activities might help them learn to regulate their own learning (Nilson, 2013).

Most of the following activities can be accommodated in courses of any kind. If you want to help your students learn, encourage them to think critically and creatively rather than simply recalling facts and describing them. Asking why, how, and what if can be a good place to start when crafting a new prompt. Students have the time to reflect on their responses in discussion threads, reflection activities, and untimed tests. Consider giving students the opportunity to construct their own provocative questions in response to a text, film, or other form of material presentation. Consider using a few of these prompts to jumpstart a discussion or a quick piece of writing, or even as questions for a test or quiz. When students know that their ideas will be used in some form, they will be more likely to come up with the best ones possible.

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❖ EMPOWERING COLLABORATIVE AND METACOGNITIVE SKILLS THROUGH ONLINE LEARNING

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Collaborative and Online Learning

In the current era, one is required to master various skills 21st century. The 21st century skills are collaboration skills and digital literacy. The Covid-19 pandemic necessitates colleges to teach students problem-solving and collaboration skills with today's suitable learning methods, such as incorporating internet technology into the classroom. Students' collaborative and problem-solving abilities were the focus of this study, which looked at the impact of integrating CPBL with online learning.

According to Herrera-Pavo, M. Á. (2021) in higher education, collaborative learning has a lot of potential since it encourages students to work together to build knowledge and improve interpersonal skills, both of which lead to deeper levels of understanding. It is possible for preservice teachers, practicing teachers, and teacher educators to engage in authentic discourse through the use of online communication and collaboration technology. In today's more diverse and digital classrooms, embedded experts in online conversation engage in real-world concerns. The data's thematic analysis revealed three key takeaways: The design of an organic environment that encourages the growth of a community, including embedded experts, as well as the deliberate selection of technology, direction, and support of experts, Lock, J., & Redmond, P. (2021)

According to Greenstein (2012), collaboration skills are not simply defined as those with other people. Collaboration skills include listening skills, responding respectfully, conveying ideas clearly through various channels of communication and implementation of all this to reach mutual agreement. Digital literacy according to Greenstein (2012) is defined as the ability to discover, organize, understand, discover, and analyze information through technology. Collaboration skills can be

built into 21st century skills, including digital literacy. collaboration and literacy skills. Digital is important to improve.

Collaborating skills as transferable skills means skills that will always be useful outside of the context in which they are occupied (the whole context of life), so they are always important to develop. Collaboration skills are important as a link between theoretical and practical knowledge, for example, in practical activities, off-field activities, as well as learning in the classroom (Hole, 2015). Digital literacy developed through learning does not only have a positive impact on the use of digital technology, but also in the aspects of information management and digital transformation (Khaeopanuek, et al., 2018).

Ansell, C., & Gash, A. (2008) collaborative ability is the ability of a member of a team to work together to find a solution to a problem. In order to solve these issues, each of them must have a thorough understanding of the issue at hand and be able to articulate their thoughts clearly. This approach to problem solving relies on a combination of cognitive and social problem solving skills, which is known as the collaborative model. It is possible for students to work together in a group, build participation knowledge in making decisions, and end a problem solving process through the use of Collaborative. Individuals working together to complete a task might be said to be collaborating on their learning process in order to help it go more smoothly and efficiently. Collaboration is also a flexible strategy that takes into account the views of all students and, as a result, can help students come to an agreement. As a result, students' capacity to manage the division of work in solving issues together can be seen as an important social skill in the development of collaborative and problem-solving skills.

Pendidikan, M. (2013), The National Qualification Framework curriculum in Indonesia also emphasizes the need of higher education graduates having problem-solving, collaborative, and critical thinking abilities. Indonesian students' collaboration skills were judged to be at the bottom of the list in the PISA evaluations. In addition, past study has shown that college graduates' collaboration and problem-solving abilities are not up to par. When it comes to adapting to the workplace, recent college grads are still taking a long time to get used to their new

surroundings, according to a recent survey. Furthermore, students are frequently only needed to achieve high levels of learning outcomes, but they frequently fall short in their attempts to tackle complex problems. There was also a lack of emphasis on the importance of students' collaborative skills as a means of building knowledge. Nookhong, J., & Wannapiroon, P. (2015).

Several nations, including Indonesia, implemented online learning during the Covid 19 pandemic. If direct learning is impossible due to a disaster or other situation, online learning is said to be a viable option for distance learning. The term "online learning" refers to classes that take place entirely through the internet, yet in which the students and teachers are separated geographically. For the learning process to be supported, the required media must be available. When it comes to learning activities that take place online, engagement and the production of online knowledge is key. As a result, online education facilitates learning from any location at any time. Amir, M., et.all (2020). Even though it is virtual, students can still meet face-to-face with classmates and professors when they are learning online. It's also important to note that online learning needs to be evaluated like offline learning, so that it can be improved based on accurate data. The internet is used to facilitate online learning. Internet-based learning activities, such as zoom meetings and Google classrooms are part of the endeavor of online learning in Indonesia.

The Important of Metacognition Skill

Perry, N. E., Hutchinson, L., & Thauberger, C. (2007) stated constructivist concepts can be used to assist students to become active learners, who can study independently, collaboratively, and culturally through online learning during the Covid-19 pandemic. It's still possible for a student's zone of proximal development (ZPD) to grow according to its stages in an online course. A progressive rise in effective student problem-solving abilities can be achieved even during the Covid-19 pandemic if students are exposed to non-routine problem-solving situations while enrolled in online courses. Student problem-solving skills can be developed in an online setting, but only if the learning design can support students' decision-making activities in designing methods and evaluating answers.

Project-based learning and inquiry-based learning stages, as well as online learning in motivation and problem orientation, collaborative problem-solving activities, presentations and discussions, advanced problem solving and evaluation, are all effective ways to improve student collaborative skills and problem solving. Navarro-Pablo, M., & Gallardo-Saborido, E. J. (2015) said knowledge development and group decision making are fostered during problem-solving activities when online learning in breakout rooms and zoom meeting forums are used [35, 38]. An online learning platform that is connected with the PBL or IBL stages is considered to be a success in this context. Covid-19 pandemic can be used as a guideline for academics to educate themselves with and practice problem-solving and collaborative skills, Zane, T. (2013).

Metacognition has been found to play a role in collaborative learning, according to studies. Järvelä, S., et.al (2021). As a process that supports all modes of regulation (i.e., self-regulation, shared regulation, and co-regulation), we believe that metacognition is essential because it allows students to take control of and make adjustments to their thoughts, feelings, and behaviors on both an individual and group level. It is our contention that metacognitive monitoring and regulation of collaborative learning contributes to the success of computer-supported collaborative learning (CSCL). In light of the growing interest in CSCL regulation, we examined the current status of the research and came to the conclusion that digital and technical tools may be used to study and promote CSCL metacognition and regulation.

Clearly, students must be engaged and motivated to improve their skills while addressing the topics that are most important to them in order for skill development programs to be effective. In addition, long-term programs are needed to develop skills and independence that may be employed in other areas and that can be transferred. Current approaches to metacognitive skill development have an acknowledged weakness: they pay little attention to the requirements and objectives of the individual learner.

Controlling, monitoring, and self-regulation during study and problem solving are examples of metacognitive skills. Procedural knowledge and control over one's cognitive process, and learning activities, are the focus of this competence. Those who possess both

metacognitive knowledge and metacognitive control have a leg up on the rest of us in terms of understanding how our minds work. Students need to be empowered with metacognitive skills in order to become self-reliant individuals. Executive skill is a synonym for metacognitive ability. When students use a work method, they demonstrate a variety of metacognitive skills, including task assignment analysis, planning, monitoring, checking, and evaluation, as well as recapitulating and re-reflecting. Metacognitive skill is influenced by the learning model that is used to implement the learning activity. The learning activity pattern in science in Indonesia is more focused on cognitive learning results and less on student empowerment of metacognitive competence.

The significance of putting knowledge into practice in order to raise students' awareness of their own thinking processes. This generation of students is in the midst of an unprecedented technology revolution, and hence classroom instruction should no longer be teacher-centric. Design, like science education, should satisfy students' curiosity about their own abilities as learners and their place in the world. In order to increase these abilities, science plays a significant role. In Indonesia, science education tends to be concept-oriented rather than emphasizing the development of students' own metacognitive abilities. Because pupils aren't taught how to analyze and empower their own cognitive abilities, the conclusion is that they have low cognitive abilities. Therefor the implementation of reading comprehension-pattern learning in order to increase metacognitive competence requires additional care and attention.

In order for students to gain metacognition, they must focus on their interactions and relationships with one other, as well as with their teachers. A key cooperative learning representation for teaching students how to develop their metacognitive abilities is the communicative syntax, which is a communication activity with presenting elements. Metacognitive skills will be activated during the communication process, which is a process of self-examination and raises questions about self-correct thinking. Control, monitoring, and self-regulation are all aspects of problem-solving that require metacognitive skills. Studies have shown that self-regulation in learning has been utilized to improve academic performance. Learner's thinking

capacity is also honed through the use of a learning model that teaches students how to use their cognitive structure effectively.

Controlling, monitoring, and self-regulation tasks occur when learning and addressing a problem, and this is where skill comes into play. Learning self-regulation has been utilized to improve academic performance by several studies. As part of the learning paradigm, students are trained in their thinking abilities so that they can use their cognitive structure to its fullest extent.

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❖ *DIVERSIFY TEACHING APPROACHES, AND MATERIALS*

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INTRODUCTION

It is not a question of doing without essential work, if, for example, I refer to my subject, mathematics, which consists, like a pianist with his scales, of practising derivatives, differential equations, integrals, etc., but of providing a breath of fresh air, an opening by proposing different ways of working to our students.

Anchoring Knowledge in Reality

Make students understand why true scientific knowledge is important. As an example:

- What carbon cycle? College students lack scientific literacy, study finds” (January 7, 2011, Michigan State University)

- Abstract: Most college students in the United States do not grasp the scientific basis of the carbon cycle – an essential skill in understanding the causes and consequences of climate change,

"Improving students' understanding of these biological principles could make them better prepared to deal with **important environmental issues such as global climate change,**" *said Charles "Andy" Anderson, MSU professor of teacher education*

PBL: Problem Based Learning

Project Based Learning engages students in learning that is deep and long-lasting, and inspires for them a love of learning and personal connection to their academic experience. As an example: an eTwinning project I led with two partners, from Italy and Spain “Young Scientists Working Together”. This project allowed us to work Collaboratively and Asynchronously



We guided the students, that were split into four “international” teams, all along their study through driving questions.

Autonomy and Web Tools

Intentionally, each team had to deal with a different approach to their knowledge of the curriculum, in order to create kind of a jigsaw. However, each one had to use ICT* and web resources in a more conscious and active way, they were able to verify how the medical concepts we often hear about are supported by mathematics.

*ICT: mentimeter; video software; spreadsheet software; eTwinning
Twinspace environment; Python; infographic software.

Goals

The goals were plural, let's quote:

- Make the students discover through the activities, their own researches, how mathematics are involved, used in different ways to apprehend and tackle the Covid situation we all experience.
- Make the students work as four international teams, as they would do in an international research team.
- Improve the students' skills both in mathematics and English, the common language of the project.

In Touch with Experts



Students benefited from two very interesting and rich online lectures. These two video conferences provided a new perspective with outside views, coming from two different worlds of expertise. Firstly: Dr. Marinella Lavelli, paediatrician and expert in immunology, gave a lecture on "Covid19: clinical and epidemic profile".

Secondly: Dr A. Cabaña's gave a lecture organised around three points, among them the SIR model for epidemics (which was a key concept in Mirzakhani's work for instance).

Game-Based Learning

In another project, I made my students create a **comic** in order to share their work.

This allows students :

- To project themselves
- To better grasp the concepts
- To develop their creativity



Escape games: next challenge!

FINAL THOUGHT

“Sustainability is a political choice, not a technical one. It’s not a question of whether we can be sustainable, but whether we choose to be” (Gary Lawrence)

SOURCES

My article: <https://blogs.eun.org/sdwblog/2021/05/06/european-scientific-project/>

❖ ***TEACHING & LEARNING DIGITAL
TRANSFORMATION:
THE BRAVE NEW WORLD***

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Introduction

In Spring 2020, when Covid reached the Australian shores – digital transformation of Teaching & Learning (T&L) became not only inevitable but also ad-hoc and speedy. As a result, training providers had to turn over a new leaf and embrace the brave new world of teaching and learning with learners having little option but supporting them along this journey. The journey has been undoubtedly a rocky one for all training providers, yet not only survivable but also extremely rewarding for some while too challenging to get through unscared for others.

Now that almost 2 years have passed by since the semi-chaotic (if not fully chaotic) transformational journeys commenced, the training providers are already in a solid position to look back and to reflect upon these journeys to identify the blunders made, areas that still require a lot of further work done as well as to celebrate the new successful practices that have been adopted. The main objective of the paper is to discuss challenges and setbacks of the T&L Covid-fuelled transformation and to outline the current state of affairs within hybrid and online educational environments. While the paper considers the “brave new world” rather than a “brave new nation” – majority of the transformation scenarios considered hails from Australia & other Asia Pacific nations as this is where the authors’ research and industry transformational projects have been taking place. Emphasis has been placed on identifying and explaining dilemmas faced by the training providers that are not going fully digital but are instead looking into delivery of hybrid T&L programs.

Covid Reality Check

As highlighted by Baron (2022) and Lemoh (2020) the “Covid Challenge” has been impossible to escape for all of the organisations

across the globe. Unfortunately, training providers have been no more immune to the challenge than those operating in other industry sectors. While some of the challenges have been common across all industry sectors, some have been unique to the training sector.

The 4 Challenges that have been particularly transparent across all training organisations (Universities, Colleges, Schools, Private Providers etc.) are:

- Traditional T& L Arrangements Are No Longer Sustainable
- Traditional Service Delivery Models & Processes Crushing “Overnight”
- Confusion and Chaos All around
- De-Regulated Marketplaces

Traditional T& L Arrangements Are No Longer Sustainable

Covid impacted all aspects of T& L so the Pre-Covid arrangements can no longer be sustained even if and when training providers can be certain that disruptive lockdowns are not coming back and face-to-face operations are possible once again. Expectations and service delivery requirements have changed already. Aucejo et al (2020) point out that virtually every aspect of the students’ educational journeys has been affected and it has led to the consequent changes to lifestyles, attitudes towards life and study patterns. In other words, many of the students would not want to and/or not going to be able go back to the Pre-Covid study arrangements.

Teaching and Admin Staff has also moved on from the pre-covid as discussed by Baron (2021) & Baron (2022). Instead, new operational models have been put in place and as these models have already been tailored to needs of the respective educators. Therefore, going back to “square one” is highly unlikely. Many won’t be able to perform their jobs based on the arrangements that were having back in the pre-Covid era.

Traditional Service Delivery Models & Processes Crushing “Overnight”

Any transformation is supposed to be a gradual process that enables organisations to undergo change at the pace and to the extent selected. However, with traditional processes becoming unavailable

overnight the transformation has been ad-hoc rather than gradual (Parllakic et al, 2020). This has led to a situation where quick fixes (that would otherwise not be considered to be acceptable transformational solutions) had to be favoured over alternatives that would be far more beneficial in the long term yet take longer to implement.

For many of the providers this sudden transition had to happen mid-semester so it was too late to think of new systems to substitute the old ones efficiently. It was all about patching things up so the semesters' objectives (content delivery, course administration, assessments etc) could be fulfilled at least "somehow" (Baron, 2020). Under such conditions, it was impossible to develop new business processes so the existing processes that have been broken down by COVID had to be re-engineered instead.

Confusion and Chaos All around

Teaching and Learning processes are hard to sustain when entire infrastructure surrounding the training providers is not functioning properly. With Cities in lockdowns, both learners and educators have been coming under a lot of strain. Many have also been feeling stressed due to uncertainty of what the future has been holding (Young, 2021). Furthermore, as lockdowns, curfews and other kinds of disruptions have been continuing – resilience of the current "covid-normal" has arguably been increasing. However, the initial wave of disruptions (lockdowns in particular) has been particularly demoralizing for many (Adams-Prasl et al, 2020).

De-Regulated Marketplaces

Prior to commencement of the pandemic, despite growing deregulation of educational marketplaces (particularly Higher Ed ones), there has been a relative consensus on the services provision to the learners, delivery standards, requirements and mutual obligations. As education industry has always been known (e.g., Bolling and Eriksson, 2016) to be less collaborative than some other industries, once interruptions of the T&L processes occurred, the de-regulation has grown even wider! All training providers (e.g., as discussed by Baron, 2021 & Baron, 2020) rushed to establish own agenda for re-engineering of their business

processes. Consequently, differences between the services provided widened even further.

T& L Digital Transformation Dimensions

As emphasized by Baron (2022), Digital Transformation is a multi-facet process that usually involves a wide range of transformational activities that can be best summarized under umbrella of the following 4 dimensions:

- Business Process Transformations
- Communication Transformations
- Technology Transformations
- Marketplace Transformations

Covid-fuelled T& L transformations tend to incorporate significant developmental work across all of the 4 dimensions outlined above. Interdependence between the dimensions is also a significant factor to address. For instance, communication breakdowns between academic staff and students can easily lead to challenges in shared technology adoption and vice versa.

T& L Business Process Transformations

Digitalization of business processes has been happening for a over a decade (e.g., Strutinska et al, 2014) but it is only due to COVID that the digitalisation had to become “complete”. As of now, even institutions that are running classroom-based programs emphasize options for students to enrol and to complete their studies remotely. This business proposition can be attributed not only to certain covid based restrictions (e.g., in Australia – being vaccinated is essential for students to gain admission to University grounds so unvaccinated students can study online only) but also to increasing numbers of learners (and educators!) who would rather teach/study online (Lall and Singh, 2020) even if face-to-face study options are available.

T& L Communication Transformations

As with the Business Process Transformations, Communications Transformations have been equally obvious. Doors have been opening-up for new communication rituals (Merlot et al, 2021) new

communication channel & platform development (Baron, 2021) and new communication requirements. Formal and informal communications now appear to be functioning “hand-in-hand” as increasing numbers of learners and educators are trying out various communication channels before settling for ones that turn out to be the best fit. Only time will tell whether the communication transformations are going to result in training providers focusing on development of standard T&L communication channels or de-formalisation of the communications with teachers and learners having more freedoms to choose how they want to communicate.

T& L Technology Transformations

Khaled et al (2020) rightfully highlight the fact that many years of technology development and transformation have been “turned over” within a span of 24 hours. Not only usage of an LMS (e.g., Canvas, Moodle etc.) is becoming pivotal but the T&L admin support processes often require much more than just a simple facelift. Some of the technology applications would seem to be “surrealistic” before the pandemic broke out. For example, online graduations replacing traditional graduations and online enrolments often becoming one and only option for joining the courses.

T& L Marketplace Transformations

To “Transform or Perish” reality of the Covid world (Baron, 2022) has been having a profound impact on the education industry. Many training providers had to review its offerings not only based on the new disruptions but also with the emerging new trends within educational marketplaces in mind. For instance, some training providers have previously relied heavily on international student intakes and are now losing this “income stream/target audience” as international borders for some countries have been closed for a long time but as far as repositioning themselves as an online provider– they are not perceived as a major brand. This calls for identifying new target audiences to tailor courses to the needs of. Likewise, emerging opportunities for remote work also impact demand for IT skills and Language skills (e.g., English Language skills for non-English speakers who want to obtain international employment). Therefore, such

transformations are not as much about technology as they are about supply and demand (e.g., Jena, 2020).

T& L Digital Transformation Case study: TAFE College

Baron (2021) discusses transformational Journey of a TAFE college where a new leaf had to be turned over on a short notice. The case highlights importance of having different dimensions of the digital transformation linked to one another and adopted in an integrated manner. More specifically, the article looks into a single aspect of communication transformations (internal staff communications) within the institution and illustrates how complex and unorthodox addressing transformational requirements of a single business process can be.

To Quote the Article:

“Can technology ever fully replace the serendipitous exchanges of a physical workplace? I doubt it. But done well, it may provide enough facsimile to ensure there is no downside to staff continuing to work a few days a week from home”.

(Baron, 2021)

As this just a SINGLE process that the college had to address, one can easily visualise the scope of work that the institutions are undertaking right now!

T& L Hybrid Delivery Dilemmas

As Hybrid T&L is arguably more complex to arrange and to manage than both face-to-face and online course deliveries, there is a number of challenges that tend to emerge:

To Be or Not To Be?

Despite all the potential of the Hybrid T&L it is evidently much more complex than both online and face-to-face deliveries. Only time will tell, how many of the training providers will manage to embrace it successfully in the long term.

Balancing vs. Prioritizing

As hybrid delivery is a combination of face-to-face and online deliveries, training providers need to consider whether to prioritize one or the other or somehow try to establish a golden middle between the Two. The dilemma is going to be particularly testing for those

institutions that have not planned for such a rapid digitalization and have only done so due to Covid as well as for institutions that want to forgo face-to-face deliveries and turn into fully online providers.

Technology Focus vs. Content Focus?

While training providers have been so busy arranging online/hybrid deliveries and fighting it out with technologies and tools, it has been equally important to review content of the courses delivered to see if it is suitable for the online deliveries and assessments. For example, many of the subjects that would traditionally complete rounds of assessments with a closed book exam/test now opt for open-book assessments instead. While reasons behind this shift are obvious (preserving integrity of the assessments), there is an obvious need to review content of assessments along with the overall content delivered. Likewise, as pointed out by Baron (2020) some courses are not that simple to move online in their current “shape” as some of the teaching and learning activities are difficult to emulate accurately in the digital world.

Outsourcing vs Building Own?

Just like enterprises across many of the other industries, Universities, colleges and other training providers rarely manage their IT infrastructure without assistance from external providers that at least some of the support services (particularly technology-enhanced services) are outsourced to. In the emerging Hybrid T&L environment many of the training organisations have to undertake a giant leap towards embracing new technologies. While in any case, a hefty investment into technology development/adoption is going to be needed one critical question for the organisations to address is: whether they are going to focus on creation of additional IT/E-Learning support units or whether to outsource IT support to 3d parties.

Closing Remark

As evident from the discussion above, in the light of Covid - T&L digital transformation is something that all mainstream education providers had to undergo. It is also evident that there is no turning back to pre-Covid times and hybrid/digital delivery of training

programs is here to stay irrespective of further developments on the anti-Covid battlefield.

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**❖ MULTIDISCIPLINARY PERSPECTIVE
AND THE PROMOTION CRITICAL THINKING SKILLS
WITHIN UNIVERSITY LEVEL EDUCATION SYSTEMS**

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Introduction

Incorporating multidisciplinary collaboration and interaction to promote critical thinking skills in current university-level hybrid and virtual learning environments has become a leading focus of educational research across the globe. Numerous studies have debated the necessity of critical thinking skills and how these specific skills are vital for the betterment of learning and student engagement in tertiary programs. The majority of these studies have found that a multidisciplinary approach within a tertiary educational syllabus is paramount in developing the critical thinking skills and future employability of university graduates, in addition to the continued viability of higher education curricula.

Multidisciplinary Approach

Virtual learning platforms have recently presented educational opportunities for those university students who may otherwise not have access to relevant tertiary programs with a multidisciplinary outlook (Al-Taweel et al., 2020). Implementing a multidisciplinary approach within higher education programs where academic members drawing on their knowledge from different disciplines and specialties work together to create a more holistic learning environment is not new in academe (Timmermans et al., 2018; Virtudes et al., 2018). Although educational programs with a multidisciplinary perspective within academic communities of practice have flourished in tertiary education for many decades (Mård, 2020; Sadiq, 2020), factoring in a virtual or hybrid learning environment without the benefit of face-to-face interaction has created new challenges for the academic world (Borba et al., 2018; Kauppi et al., 2020; Vilalta-Perdomo et al., 2020).

As of late, studies focusing on the challenges of incorporating multidisciplinary collaboration and interaction within university-level

virtual learning spaces have gained the attention of curriculum and course designers (Borba et al., 2018). Curriculum developers specifically focusing on globally viable tertiary programs have had to consider the potential future personalized learning and supporting collaboration needs of 21st-century learners and the current pedagogical needs of modern-day educators.

Anticipating the future prerequisites needed to be competitive in an ever-changing international workforce has likewise been the focus of multiple studies in tertiary curriculum modality and course design (Admiraal et al., 2019). Virtual learning spaces can foster in-depth learning and even sustainable development of an individual, community, or nation, but leveraging current pedagogy in these online environments requires careful design (Virtudes et al., 2018). Studies have concluded that some elements may be lacking in the current pedagogical design principles in constructing virtual learning programs for today's globally-minded university students (Kauppi et al., 2020).

Even though learning in a virtual age requires course designers and educators alike who understand education imperatives at both the local and global settings (O'Connell, 2014), incorporating one particular element, critical thinking skills, within an unnatural interactional learning environment has been one of the most challenging components for education stakeholders (Trisdiono et al., 2019). Regardless, critical thinking skills continue to be the most highly sought-after attribute by transnational corporations when recruiting university graduates from under-developed and developing nations.

Critical Thinking Skills

University graduates who possess higher-order, analytical thinking skills that enable them to analyze, evaluate, recognize, and synthesize solutions for problems are preferably and continually recruited by international companies (Taimur & Sattar, 2019). Critical thinking skills acquired through higher education can equip university graduates from under-developed and developing countries with globally desired capabilities to analyze and solve problems and make autonomous and team lead decisions (Minott et al., 2019; Straková & Cimermanová, 2018).

Understandably, critical thinking skills are, and have been for some time, assumed to be one of the main 21st-century competencies needed to be fostered within university students by higher education institutional systems (Care & Luo, 2016). In response, critical thinking skills have been most prominently included in higher education policies and curricula by participating countries and education authorities (Wechsler et al., 2018). Yet, despite the well-documented importance of critical thinking skills, the impartation of such relevant skills to university graduates has long been a vulnerable point for many higher education program developers and educators alike (Bhutta et al., 2019; D'Alessio et al., 2019).

Studies regularly attribute the weakness in applying critical thinking skills in higher education programs to inadequate education and instruction materials, insufficient teacher training, and a lack of confidence in the ability of the teachers to deliver the lessons with a critical thinking emphasis (Bhutta et al., 2019). Likewise, even though critical thinking skills have been explicitly mentioned as achievable skills in formal national education policy and planning documentation, the development of these necessary cognitive skills over an extended period has not been appropriately studied, so little is known about the promotion and sustainability of such crucial competencies (Care & Luo, 2016; Cáceres et al., 2020).

Conclusion

The challenges faced with instituting critical thinking skills in higher education programs by different countries are beyond the scope of most studies. Nonetheless, researchers agree that critical thinking skills are essential abilities needed for the employability and sustainability of university graduates from under-developed and developing nations in a highly competitive global market (Taimur & Sattar, 2019).

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❖ *ICT TOWARDS HYBRID 21ST CENTURY
EDUCATION*

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“Information and communications technology unlocks the value of time, allowing and enabling multi-tasking, multi-channels, multi-this and multi-that.” Li Ka-Shing

Students in the twenty-first century have a wealth of options open to them in the twenty-first century classroom setting, making them particularly privileged. As a result of technology improvements in recent years, teachers can now present students with a diverse variety of learning options through the use of digital materials. As a result, because they have access to these resources at all times, students may learn at their own pace and from any location. For them, this is a fantastic chance. We must adapt the learning environment, as well as the manner in which lessons are delivered, now that we have arrived in the twenty-first century. While increasing academic attainment among children receives a lot of attention, it's also critical to focus efforts on solving the needs that occur as a result of disasters like war and natural disasters like the COVID-19 pandemic, which significantly disrupt educational chances. The education industry is unable to simply shut down and rest as a result of the shutdowns. Schools may be closed, but students must continue their education in alternative settings. UNESCO's Education 2030 Incheon Declaration and Framework for Action emphasizes the need of "flexible classrooms and the notion that learning must continue even when schools are closed" when it comes to education.

The use of technology in education is guided by standards to develop among learners the skills that they need to possess for the 21st century for them to be able to serve not only themselves but the world. This is according to International Society of Technology in Education (ISTE), which is a non-profit organization that promotes the use of technology to support and enhance teaching and learning. (www.iste.org/standards)

In connection with the standards stated by ISTE here are the primary standards that are set for each user. Let us start with the

Standards for Administrators

1. Visionary Leadership – a good vision for the institution
2. Digital age learning culture. – must promote the use of ICT integration in their institution
3. Excellence in professional practice. – he or she must be equipped with digital know-how
4. Systematic Improvement. – must have plan for continuous improvement using ICT

After knowing the set standards for Administrators let us have the Standards for Teachers

1. Facilitate and inspire student learning and creativity.
2. Design and develop digital age learning experiences and assessment.
3. Model digital age work and learning.
4. Promote and model digital citizenship and responsibility.
5. Engage in professional growth and leadership

To make all the efforts of the administrators and teachers become a reality standards were also provided for the learners. Here are the Standards for the Students.

1. Creativity and Innovation.
2. Communication and Collaboration.
3. Research and information fluency.
4. Critical thinking, problem solving and decision making.
5. Digital Citizenship.
6. Technology operations and concepts.

It appears that major changes in the ways in which teachers and learners view and practice teaching and learning may result from the

shift to using ICT. Many futurists view technology and education as a symbiotic relationship.

Students Using Information and Communications Technology (ICT)

In order for students to learn 21st-century skills and build ICT proficiency and literacy, which are two of the most critical attributes that this generation and future generations will require to be prepared for technological breakthroughs, they must engage in ICT engagement. Furthermore, it helps children achieve higher levels of achievement by allowing them to participate in a variety of activities and tasks that, among other things, help them grow and develop their acquired as well as intrinsic abilities and skills.

As a result, it prepares students to live in an integrated society dominated by information and communication technology developments, in which their future careers and other aspects of their lives are dominated by the available technology within their reach; and, finally, it teaches them to use information and communication technology as a tool for lifelong learning and as a lifelong partner in planning for their future lives and careers. Furthermore, certain difficulties regarding the importance of ICT are listed below.

E-learning or Online Learning: ICT in education offers for new forms of learning for students and teachers. E-learning, or online learning, is gaining popular and it assists us with different events taking place in our life. It also creates chances for schools to ensure that students have access to curriculum materials and also allows us to ensure kids outside the classroom, such as at home, or even anywhere where learning may happen.

ICT brings inclusion: With the use of ICT in education, all pupils in the classroom can benefit from the curriculum content. Students with special needs, in particular, are no longer at a disadvantage because they have access to critical materials and special ICT tools that they can utilize to meet their own educational needs.

ICT promotes higher-order thinking skills: 21st century abilities like evaluating, planning, monitoring, and reflecting have a huge impact on learners. Effective use of ICT in education involves abilities such as explaining and justifying the use of ICT in developing answers to

challenges. Students need to discuss, test, and conjecture the various strategies that they will use.

ICT enhances subject learning: It is common knowledge these days that the use of ICT in schools enhances key learning areas such as reading and numeracy.

ICT use develops ICT literacy and ICT Capability: As long as ICT stays transparent in the background of topic learning, both are 21st-century abilities that are best developed. Provide students with meaningful activities, embedded in purposeful subject-related situations, as the greatest method to improve ICT capability.

ICT use encourages collaboration: To learn how this works, you can utilize any digital device in the classroom, such as a laptop, iPad, or computer. ICT brings children together so that they can chat and discuss what they're doing at school, which opens up communication options and leads to language development.

ICT use motivates learning: Children and their needs have not been overlooked by society's need for new technology. Technology fascinates children, and it stimulates and encourages them to learn in the classroom.

ICT in education improves engagement and knowledge retention: Students become more involved in their work when ICT is introduced into lessons. This is due to the fact that technology provides a variety of options to make teaching the same subjects more engaging and entertaining in a variety of ways. They are thought to be able to remember knowledge more effectively and efficiently as a result of this enhanced engagement.

ICT use allows for effective Differentiation Instruction with Technology: We all learn at different rates, and learning styles and technology allow for this to happen.

ICT integration is a key part of the national curriculum: As many global governments continue to recognize the importance of digital technologies or ICT in education, integration of digital technologies or ICT, for example, is an important aspect of the Australian Curriculum.

Technology Innovations In and For Education

Technological improvements have had a huge impact on schooling all across the world. Basic attendance checks, realia

presentations, and model presentations are only a few examples of these developments. On the internet, there are some readings and bits of information that reveal important improvements that have influenced the perspectives of many people in their everyday routines and habits. Significant transformations are occurring throughout all sectors of the economy, including agriculture, as a result of technology improvements.

Significant adjustments have occurred in the domains of health care, business, entertainment, and even government governance as a result of these transformations. Unfortunately, these changes will have a negative impact on the climate! Education is one of the primary industries that has been badly affected by this shift in paradigm. In addition to modifying the appearance of classrooms, technological improvements have also affected the method in which courses are delivered. A few examples are provided below.

Artificial Intelligence (AI)

In a wide range of technical applications, from the most basic to the most complex, machine learning and artificial intelligence are being used. It is becoming increasingly common to see artificial intelligence (AI) being employed in educational institutions, where it is being used to automate processes such as grading and delivering feedback. Also utilized to help students, particularly those with special needs, get the most out of individualized learning is the concept of scaffolding. Making use of machine learning, it is now possible to develop flexible programs that are adapted to the particular needs of each student. It is possible for students to learn courses like mathematics and writing using artificial intelligence instructors that have been created.

3D Modelling and Printing or 3D Printing

Students, in particular, have developed a particular interest in 3D printers, and educational institutions have already begun to observe their impact. Three-dimensional models can impart the same knowledge for you without your input, thus textbooks are no longer required. Children may now rapidly grasp a concept that was previously difficult to grasp thanks to this revolutionary printing process. In academic institutions, engineers and system designers use 3D printing

to create prototypes that will be employed in the development of final systems. The usage of 3D printing allows for the tangible expression of ideas.

Cloud Computing for Education

Because of the usage of cloud computing technologies, students all over the world now have access to educational resources. Students can store textual lessons, audio lectures, films, and video assignments on the cloud terminal at their school. Using these materials from the comfort of their own homes, students can complete projects and return them to their tutors if they so desire. Some students' flimsy justifications for failing to complete schoolwork may be relegated to the history books in the near future. You won't have to worry about dragging about a lot of books or spending all of your time at the library if you use cloud computing, which will save you time and money. Students can use this technology to communicate with their tutors in real time via video chat sessions.

Virtual Reality (VR) in Education

Virtual reality technology has without a doubt swept the information technology (IT) industry by storm. In the face of this new technology, companies such as Google, Sony, Oculus (which is supported by Facebook), Samsung, and other huge corporations are preparing for an all-out arms war. It is conceivable to use virtual reality technology in the classroom. Students can engage with a 3D world while learning in virtual reality. Google has pioneered the use of virtual reality in order to give schools with hands-on learning possibilities (VR).

Use of Biometrics in Schools

Cheating and absenteeism will no longer be allowed. Biometric identification systems have been implemented in schools to improve teaching efficiency and student behavior. Several schools are integrating biometrics to help things run more efficiently. These biometrics include facial recognition, fingerprinting, voice recognition, and eye tracking. They are also used for borrowing school property, such as books from the library, and completing tasks, in addition to class attendance

tracking. Teachers can utilize eye tracking equipment to keep track of their pupils' grasp of a topic.

Below are some websites that you can visit for some help in order to lessen the burden and ease your work as a teacher.

Content	Website
Laws of Motion by the Physics Classroom	http://www.physicsclassroom.com/Class/newtlaws
The Constitution by Congress for Kids	http://www.congressforkids.net/Constitution_writingconstitution.htm
Trigonometry Challenge by ETCAI	http://www.etcai.com/page10.html
Exam View Learning Series	http://www.einstruction.com
Test Creator	http://www.centronsoftware.com
Wondershare Quiz Creator	http://www.sameshow.com
EasyTestMaker	http://www.easytestmaker.com
RubiStar (use program of pre-made rubrics)	http://rubistar.4teachers.org
Rubric Builder	http://www.rubricbuilder.on.ca
Rubric Maker	http://recipes.teach4learning.com

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<https://www.ictesolutions.com.au/blog/why-schools-should-invest-in-ict>

<https://www.theamegroup.com/top-6-technology-innovations-education>

<https://builtin.com/edtech/virtual-reality-in-education>

<https://www.blog.adva.com/en/artificial-intelligence-machine-learning>

<https://www.techiestate.com/cloud-computing-in-education>

<https://www.theasianschool.net/blog/role-of-social-media-in-education>

<https://blog.mantratec.com/impact-of-biometrics-in-government-schools>

<https://courseware.vsmart.ph>

**❖ GOAL 8 : PROMOTE INCLUSIVE AND
SUSTAINABLE ECONOMIC GROWTH,
EMPLOYMENT AND DECENT WORK FOR ALL**

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Introduction

Among various state and non-state actors that most recently took the shape of the International Labour Organisation's Convention 189 (ILO, 2011). On the 25th of September 2015, the UN's 193 member states voted to formally adopt the SDGs, a set of seventeen goals and 169 sub-targets envisaged as a template to guide and inform global policy-making up until 2030. The SDGs was formulated to address the deficiencies noticed in the MDGs as it was reported that the MDGs did not achieve many of its targets for development in many developing countries (Adegbami and Adesanmi, 2018).

Goal 8 which targets decent work and economic growth for all otherwise known as Sustainable Development Goal 8 (SDG8) is one of the 17 Sustainable Development Goals with 10 targets. One of the major problems confronting the world particularly developing nations is unemployment. This has triggered restiveness among youths and led to crises in some situations.

According to Venkatesan and Luongo (2019), Sustainable development is defined as development that meets the needs of the present without compromising the ability of future generations to meet their own need. The SDGs came with the idea of achieving uniform development in the world within a considerable period of time and ensure that no one and no country is left behind in terms of development (Osborn et al 2015). SDG 8, which concerns primarily the creation of a sustainable economic system, puts the stress on the importance of employment as emphasized in targets 3 and 5 highlighted earlier. Agenda of SDG 8 in the context of the debates

SDGS Goal 8

This goal is linked to goals 1 and 2 which aim to end extreme poverty and hunger by 2030. Goal 8 if properly pursued could trigger

achievement of goal 2 considering the roles played by economic growth through gainful employment on achievement of food security. SDG 8 specifically calls on the international community to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (ILO, 2019). This captured two main economic themes that are strongly interlinked – economic growth and employment/decent work. As stated earlier, employment opportunities play key role in economic growth of every country as more people in decent jobs and healthier workforce can lead to stronger and more inclusive economic growth, and vice versa.

With the 2030 Agenda, the world has a once-in-a-generation chance to make a real change in this respect and improve the lives of billions. Putting job creation at the heart of economic policy-making and development plans, will not only generate decent work opportunities but also more robust, inclusive and poverty-reducing growth. It is a virtuous circle that is as good for the economy as it is for people and potentially for the planet as well.

Decent work is both a means and an end of the 2030 Agenda. In considering the SDGs, the United Nations chose to dramatically widen the scope of their action (Clark, 2017), not only introducing a longer list of goals but also erasing the distinction between ‘developing’ and ‘developed’ countries that characterized MDGs (mainly, but not exclusively, in MDG 8, to develop a global partnership for development).

Targets of Goal 8 of SDGs

1. Sustain per capita economic growth in accordance with national circumstances and in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries.
2. Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labor-intensive sectors.

3. Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services.
4. Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead.
5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.
6. By 2020, substantially reduce the proportion of youth not in employment, education or training
7. Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.
8. Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment.
9. By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products.
10. Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all.

Implementing Mechanisms of Goal 8

The Goal 8 target of the SDGs is to be achieved through two main mechanisms:

1. Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries
2. By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization.

Discussions And Implications

There is need to engage in more concerted efforts at achieving SDG 8 because of its antecedent impacts on the world. The achievement of this goal is now more threatened than ever with the outbreak of COVID 19 which has affected economies of countries in the world. Both micro and macroeconomics of the world have been impacted by this novel virus. Developing countries have been more impacted by this challenge due to their dependent on developed countries for sustainability occasioned by low technology development in these countries.

ILO (2013) has described rising unemployment as not only frightening but threat to global development through achievement of goal 8. Fatukasi (2011) regarded unemployment as one of the greatest economic problems facing policy makers in developing countries and Africa in particular because it is so endangering. Africa is understandably grappling with various developmental challenges including unemployment and inequality triggered by lack or limited access to economic opportunities. So many factors have contributed to competition for economic opportunities by people around the world. These factors include population pressure which has made accessibility to economic factors of production become extremely difficult if not impossible.

Currently, the world faces a new wave of challenges that jeopardize achieving decent job for all target in the world by 2030 not only to the current generation but also to future generations which is the outbreak of novel coronavirus (COVID-19). COVID-19 pandemic

has aggravated the worse problems of economic disruption and job losses which triggered rising unemployment in the world. The unprecedented consequences of this pandemic in health, economic and social well-being threatened the livelihood of many people in the world, making the progress toward the achievement of SDG8 more challenging.

Conclusion

The quest for achievement of SDG 8 (sustainable economic growth decent work for all) is on course and should be supported by relevant stakeholders to ensure the targets are met. This could be achieved by mitigating the threats posed by the pandemic to vulnerable population and teaming youths. All countries particularly the developing ones need to take immediate actions to strengthen efforts aimed at providing employment opportunities to the populace. The academic community should ensure they come up with research and programmes that itemize way forward to economic challenges bedeviling the world currently particularly in developing countries that are vulnerable to these shocks due to their low technology advancement as compared with developed countries.

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❖ *TECHNOLOGY ABSORBS EDUCATION IN NEW LEARNERS*

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Introduction

Educational technology is the application of physical sciences and engineering technology to provide power-driven tools or “hardware” which can be used for instructional drives. (James O. Finn and others (1960)). e.g. tape-recorders (including language laboratory), television, teaching machines and computer- based teaching. The second vision is application of scientific principles or software approach to instruction (Skinner, Gagne and others). Third view is the modern view of educational technology system approach to education and training (Davis and Hartley (1972)).

It is useful in creating the teaching method objective, easy, clear, attention-grabbing and scientific. It’s a nonstop dynamic technology. It’s a crucial medium of communication. A desired amendment is feasible within the behavior of academics and students. Video games aren’t sometimes the primary place folks and academics intercommunicate facilitate children learn, nonetheless a growing body of analysis suggests that they will impart instructional benefits—even the industrial games designed for pure diversion. Interactive and stylish games are integrally very much engaging that you totally focused on it with full concentration.

These Games can deliver training in such key areas as problem-solving, systems thinking, computational thinking and creativity. While measuring and evaluating spatial aptitudes, persistence and problem-solving among undergraduate students who spent eight hours playing the general viable video game “Portal 2,” a first-person viewpoint puzzle game. It was found that players showed enhancements in all three of the domains (Computers & Education, Vol. 80, No. 1, 2015).

Middle school lecturers won't be able to assign “Portal a pair of,” for schoolwork, however alternative new academic technologies square measure dynamical the approach students learn each in faculties and out. From computer game to personalized intelligent tutoring systems,

the probabilities for instructional technology square measure virtually limitless, that creates gamebased ways to know and improve the educational processes concerned in reading comprehension and writing. “If you can dream it, we can probably build it,” Building the tools is simply the primary step, however. There’s loads to be told regarding however technical school devices will profit learners and educators, and the way those advantages disagree from discipline to discipline. “What will the teacher really need, what will the scholar want and the way will we tend to support the employment of technology?” To illuminate those details, psychologist’s area unit collaborating with researchers in fields like education, computing and learning sciences.

As they do, they’re discovering new ways in which during which technology will create learning additional participating, simpler and additional fun. Impact of video games Many technologies, together with video games, will serve a twin purpose. Whereas games will facilitate players develop bound psychological feature skills, they’ll additionally facilitate scientists live and study those skills. “Stealth assessments” into games to gather information regarding the players’ skills as they play—no surveys or multiple-choice tests needed. Concealment assessments are often a good thanks to track hard-to-measure psychological feature skills, like problem-solving, persistence and power, “You’re enjoying the sport and in the meantime the hiding assessment is birth prevention proof and creating calculations beneath the hood.” In one demonstration of the technology, it turned to a preferred industrial game known as “Plants vs. Zombies 2.” within the game, players try and block advancing zombies victimization plants with completely different properties, like the flexibility to freeze zombies, shoot hearth at them or blow them up.

Associate in nursing assessment that measured lyceum students’ problem-solving skills as they compete the sport. it absolutely was found the hiding assessment outcomes related to with ancient non-game measures of problem-solving, like Raven’s Progressive Matrices—a check that asks subjects to predict ensuing pattern in an exceedingly series by creating inferences from provided information—and MicroDYN—a system that measures subjects’ ability to amass data from the setting and apply it to a fancy drawback (Computers in Human Behavior, Vol. 63, No. 1, 2016).

Fantasy is for viable video games to originate with research-based consumer-information labels, like to nourishment labels on diet boxes that would boom which intellectual services are likely to progress after a certain amount of game play. “Kids would love to play, and the parents would know that the games have cognitive ‘nutritional’ value. Individuals would just demand for such a game. Systematic learning Learning scientists also are planning academic games for additional ancient school-based lessons.

For instance, game-based systems are usually employed in intelligent tutoring systems— computer-based programs that offer immediate, customized feedback and context-specific hints to students as they go through a lesson or a collection of issues. By customizing lessons for individual learners, the systems will immensely extend the reach of one professional. It was explored that design game-based intelligent tutoring programs to help students improve writing skills and reading comprehension. With their “Writing Pal” program, students obtain tailored information and remarks as they play a game that reminds them to repetition basic writing strategies (Computers and Composition, Vol. 34, No. 1, 2014). “Writing Pal” and other intelligent tutoring systems can help fill an important gap. For students to improve their writing, they need dedicated, deliberate practice with feedback. But they just don’t get enough of it. Teachers with five or six classrooms of 30 kids each simply don’t have time to assign essays and provide feedback on a regular basis.

Tutoring systems can change that. Modern schemes of intellectual teaching organisms have been everywhere since the 1980s and have been functional to subjects extending from algebra, geometry, medicine and law. In past, different researchers revised intelligent tutoring systems across subjects and student age levels. They found the systems led to improved learning outcomes associated with teacher-led, large group teaching and classic learning (Journal of Educational Psychology, Vol. 106, No. 4, 2014). As the technology and analysis advance, intelligent tutors square measure poised to create a fair larger impact, learning scientists predict. Researcher’s square measure planning following generation of intelligent tutors to integrate feedback and learning methods across disciplines. If a student is troubled to understand a physics lesson, for example, the system would possibly

present a game designed to enhance reading comprehension, permitting the scholar to apply reading skills and physics skills in parallel to maximize success.

We are starting to work toward the idea of linking together these adaptive systems. Features of Virtual reality Newer technologies will take education in even additional futurist directions. Video game is one space that each students and scientists are excited concerning as a result of its transportation the planet to students. “With virtual field visits, students will visit alternative places while not having to depart the room,” And increased reality—which blends computer game with real sights and sounds—can facilitate students visualize phenomena, like chemical reactions, that may well be invisible. “If you’re solely given the real world, you don’t get to ascertain the hidden mechanisms and imperceptible parts,” Lindgren is exploring new ways that to show advanced topics by drawing from analysis on the science of embodiment and learning. He’s finding out increased reality systems that modify students to interact with abstract science and mathematics ideas through gestures and bodily movements.

Once learning concerning pressure level, for example, students study the movement of gas molecules by lease their hands “be” virtual molecules that impinge on the wall of an instrumentality. In one such project, Lindgren associate degreed his colleagues created an interactive simulation to show Gymnasium students concerning however objects move in area.

During this project, children use their bodies to predict however associate degree asteroid can move because it travels through area and encounters forces like the gravitate fields of close planets. Compared with students United Nations agency watched a desktop animation of identical ideas, people who used their bodies to predict the asteroid’s path learned a lot of, were a lot of engaged and reported a lot of positive attitudes toward science. (Computers & Education, Vol. 95, No. 1, 2016). “They’re embedding themselves into the system to grasp however it works,” Lindgren says. “It’s not simply active learning, however hands-in learning”.

Immersive technologies may well be a very smart suitable informal learning environments like museums and science centers, which frequently have the flexibleness and freedom to undertake new

things, Lindgren says. In a very project referred to as Move two Learn, Lindgren and his colleagues, area unit collaborating with different researchers and depository practitioners on embodied learning and interactive instructional technology comes. In one collaboration with the Frost depository of Science in Miami, Lane worked on associate exhibit that teaches young guests concerning the Everglades. The youngsters “splash” through a virtual watercourse, half the grass to seek out associate alligator nest or move a submerged log to reveal a faculty of minnows. When children gesture and move whereas interacting with the creatures within the exhibit, they’re truly grounding their thinking in those movements, once they have an opportunity to maneuver their bodies in ways in which link to content, they learn higher.

Role of E-Teachers Despite the promise of video games, computer game systems and alternative technologies as instructional tools, a major barrier keeps them from widespread implementation: colleges don’t nevertheless agree on however technology ought to match into education. Some colleges say we must always compel mobile phones, et al. get everyone a mobile device.

They’re everywhere the place, colleges’ area unit short on time and they’re short on cash. They are doing what they suppose goes to figure, however it’s rarely information driven. And, academics aren’t usually trained in however best to form use of school tools. “We recognize academics use technology in their personal lives, however they usually don’t use it in school rooms.

There’s a barrier there as a result of it’s not precisely clear what they must be doing with technology in their lecture rooms.” Some researchers are also disturbed that faculties are embrace technical school tools before they need been completely vetted by scientists. “My concern is that we have a tendency to haven’t asked the fundamental questions: What square measure individuals learning through the utilization of those technologies, and to what extent do these technologies facilitate transfer to real-world use?” my studies children’s attention and problem-solving within the context of digital learning settings. Plus, Blumberg adds, technology changes therefore quickly that new technologies usually hit the market even before their predecessors are adequately evaluated by researchers. “I will appreciate that there square measure marvelous new directions one will escort

instructional technology, however we have a tendency to still have to be compelled to consider what square measure we have a tendency to obtaining out of those experiences before we have a tendency to race to succeeding technological innovation”.

Conclusion

The fast nature of the technical school market suggests that researchers would possibly continually be taking part in catch-up. Still, psychologists’ analysis skills and understanding of human noises and behavior create them well matched to serving to answer basic questions on instructional technologies. Since such a large amount of instructional games and programs area unit designed for youngsters and adolescents, the world is ripe for a lot of psychologists to urge concerned. Lindgren is optimistic that instructional technologies will facilitate students learn. Except for those tools to measure up to their promise, psychologists and alternative analysis scientists ought to get entangled at earlier stages of development.

Too often, educators work backward, working out what they’ll do with no matter technical school tools area unit promptly on the market rather than planning or choosing a tool as a result of it solves a selected downside. We ought to shift the model to urge psychologists and researchers and educators concerned within the style of those tools. Learning scientists and psychologists have usually felt unseen of this issue of the planning of instructional technology, and it’s improbably vital that they be a vicinity of calculation this out.

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❖ WORKING WITH SDG IN PANDEMIC

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What about online school?

Online school has been a very different experience for all of us, something we had never thought of before. Also, it was very difficult to adapt to considering the short time we had at first we thought it would allow students to have more free time, since everything would be done from home, which is also more convenient than attending school physically. I was proved wrong though. Attending online school, especially during the first month, was almost a nightmare for us, chaotic I 'd say. They would often complain about the too much homework due to short amounts of time, and it seemed that they had missed the essence of school itself; the teacher's explanation, which made it hard for many students to learn efficiently.

Some students admitted that they were doing too much work for nothing, because the whole system of sending and receiving information to and from the teacher/students wasn't very effective. Even after a couple of months after finally starting to learn how to use this situation on their benefit, they felt like nothing could replace the real classroom, where they could interact with us (teachers) and with each other even for the littlest things.

All the bad things aside, I would also like to highlight that this whole situation was after all an experience from which they learned and discovered new things and skills they didn't know they had. They could stay safe at home, in their pajamas all day, comfortably and work on the peace of their own house, where the pressure of work felt lighter than in school, ignoring the fact their amount of work was tripled. After all, most of them feel fulfilled, because they did their best during online school and gave their best in all the work they were assigned worth it or not.

Teachers had a very hard time trying to grade them because could not know for sure whether they were really studying or just getting their work ready-made. All that aside, if they weren't staring at screens for long enough before, they had to use technology for every

process linked with school. And from time to time they were missing information or just losing their work among the hundreds of unnecessary messages and photos.

Except from the stress caused from the clutters of homework, videos, photos they had to catch up with, they weren't used to staying locked inside, using zoom to talk to the teachers, in different times of the day, which caused a stressful situation of its own. During pandemic I have worked with my students on line and in blended learning.

The videos that I have filmed and broadcast in National Television, I have embedded with quizzes. Each class had in platform their space. I prepared for them also lessons plans with Nearpod with quizzes, presentations and videos. Quick lunch it was a miracle and students have fun and learned a lot. I am a librarian also. Some of students haven't access with internet. Voluntarily I went to their houses with the precautions surely and I have done lessons to them. It was fantastic.

I have worked as trainer in Edmodo with teachers of many schools in Tirana. A good experience. Another beautiful experience it was working with etwinning that is a collaborative platform that cooperates with the ministry of Education in Albania and in others ministries in Europe. Students in pace have done a lot of projects specifically with the topic related to pandemic and 17 SDG. We have done on line meetings in zoom where we shared our experiences, forum discussions and we have used twinspace for communication. Friendship and partnership brought close to students. Nobody got bored. They felt free to share opinions and we have succeeded to finished in time all collaborative works.

Global Pandemic Covid-19 impacted our lives and we realized, most then ever, the precious role of Health in all its forms, raising awareness for it, learning good habits for keeping our Mind and Body apart of bad habits and threatens in young ages. Along with this, today 70% of all diseases are caused by unhealthy lifestyle and too much Digital time lose: Social Media impact on students, obesity, alcohol abuse, smoking, junk-food, inactivity, stress, bullying acts between youngsters, lack of sleep, meaningless time use are things that damage and erode our body and we wake up in a hospital bed even form young age. The project is intended for students to learn and promote the

components of a normal and balanced lifestyle in Covid-19 time. Students will enhance healthy lifestyle during monthly activities.

They will develop competences from multidisciplinary approaches focused for Wellbeing in Digital Era, using IT skills, web 2.0 tools, improving English and Collaboration in 21st Century. Making projects with this topic students improved their knowledge about Healthy education, Hygiene, Internet threatens and traps for healthy living and bad habits, benefits of daily physical activities from young ages. Nowadays, the importance of Mental health and its balance is mainly essential for better performing all daily activities. Students have learned or improve techniques of using various web2.0 tools individual for creating products or in collaboration with team partners. Competences in English language have been developed by writing, reading, speaking during all different tasks and activities in the project. The final outputs will be shared on twin spaces but also on social media communication channels for promoting the project and dissemination of the results. A Website and Social channels will be created for proving and promoting the necessity of creating and respect a Sustainable Plan for Future Lifestyle for healthy Mind and Body future Adults for a better Society. Water is the most basic need for humanity to survive. There are water problems in many parts of our world, and water shortages await countries in the future. With this project; We aim to raise awareness and sustainability by explaining the importance of water, conscious water consumption, awareness about climate change, all the factors that pollute and waste our water, to our children and our environment from a young age.

Waste of water, pollution, consumption, importance and environmental awareness are the factors that will form the subject of our project this year. The most important and permanent solution to the water scarcity in the world is the education of people. Here, we aim to create awareness of the importance of water and water conservation for our students. Our students will notice the factors that cause water pollution at an early age and discover ways to avoid them.

They will learn to use water economically and apply it. They will learn about water recycling through methods such as purification and distillation and integrate them into their daily lives. They will develop alternative methods to reduce water consumption. Thanks to our

project, not only our students, but also students' families and other people will gain awareness as they try to disseminate. We want to continue the project by making common decisions in a democratic form. We aim to continue the decisions together in a democratic way.

The project will be student-centered. We just want to include it in decision-making processes. We want to include disabled students. We aim to research both jointly and collaboratively with mixed school teams from different countries. Women and girls make up half the world's population and play a significant role in the world's potential. When we look at all societies, it has been revealed by statistics that girls are exposed to physical and psychological violence and are thus deprived of their rights such as health and education more than boys. One of the ways to empower women and eliminate gender discrimination is education. Gender equality, which is Goal 5 of the Sustainable Development Goals, is a necessity to provide training on the ground in order to organize, demand and shape the 21st century. It is a contribution to improving the world by examining the gender inequalities that exist at the local, national and global level of women, providing students with the opportunity to support the issue of gender equality with ethical and humanitarian values, and seeking solutions to problems.

The expected results of our project are to raise individuals who stand against gender-related inequalities, contribute to problem-solving capacity, analyze the situation in historical processes, have 21st century skills, are cooperative, creative and have analytical thinking skills. When developing a gender-responsive learning environment through the project, we will try to provide a complete and holistic picture of each unique situation as it relates to women, girls, men, and boys. While, there are many gender-based barriers to education—socio-economic, cultural, and institutional—the project will focus on practical tools that individual teachers, educators can put to immediate use in their classrooms.

In addition, it contains key definitions related to gender and education, references to international commitments to gender equality in education, and a list of supplementary online resources and suggested reading materials. We hope that this project will help to raise awareness, spark discussions, and encourage sensitive and productive

learning environments for students of all genders and stages. eTwinning project, based on research of different examples of sustainable architecture in the world. This year the other two teachers from that project have dropped out of the proposal, and I am looking for other teachers who may be interested in the proposal that I want to move forward with. It is for a choice subject at the center called "Visual Arts and Technology", in which I have 2 groups and 42 students in total. I am looking for European teachers, so that the project has an international scale. The project seeks to raise awareness about sustainability as a holistic concept that is at street level, in small actions.

Before my Master in Teacher Training I completed my Master in Architecture, and I am convinced of the philosophy of these actions. The project has already defined objectives, combining different platforms and research tools HOW TO BUILD LOCAL: SUSTAINABLE ACTIONS ALL OVER THE WORLD About the project STEAM project; students from 14-15 yo; Visual Arts and Technology; inter scholar teams. The main objective will be the understanding of the concept of sustainability as a holistic concept. Firstly, analyzing the current situation of accelerating pace of life, excessive energy consumption, climate change and resource depletion.

Secondly, each international group will tackle different examples of good practice in favor of local sustainability. We will encompass a wide variety of actions worldwide hence: high-tech architecture, building resilience, urban recycling, socio-artistic performances, community enterprises, ephemeral micro-interventions or decontaminated landscaping. Each team will be influenced by the point of view of its own project, and will share its ideas.

Debates will be promoted, contrasting different approaches to sustainability issues, such as political, economic, social, environmental or architectural factors. Urban Agenda 2030 will be our main reference. AIMS Research project in teams, formed by students from different countries, to discover current responses to sustainability needs in different situations, and working together for a better world.

Competences to develop: - Digital (we will use many online platforms, with eTwinning Portal as our - Science and Technology (recognize updated methods to undertake sustainable interventions through specific projects) - Mathematics (we will measure sustainable

standards according to social, environmental, political and economic factors) - Linguistic communication (written communication in English will be a must, as well as the ability to share our knowledge to the others) - Cultural awareness and expressions, (regional references will make us acknowledge every singularity, respecting the traditions in each place while working on contemporary issues. - Learning how to learn (a research with final results, conclusions and teamwork will give us a necessary perception of our learning process).

Introduction of ourselves: presentation of project objectives, work teams and task planner (TwinSpace). - Analysis of sustainability: initial metacognition seeks to engage students with the project, it will be made with videos of cities (pollution, overcrowding ...) and nature in danger of extinction and the European objectives: "European Green Deal" and the 2030 Agenda. - Mural for a research phase on the technological responses of different interventions in the world to the challenges of sustainability. (Tech and Engineering). Share by continents in a collaborative and shared platform, with images and explanatory texts.

Analysis of air sustainable performance for each project and each region through the "circle of sustainability". Kahoot / assessment of the new references worldwide that are necessary to build a sustainable and environmentally friendly human habitat.

- Product: Edition of a digital magazine, about the research. Public Twinspace, with the introduction of the basics of the project and its organization. Interactive map in Google Earth of sustainable and accessible architecture in the world by continents. Secure murals of research, prepared for every group

Kahoot on the technologies and parameters necessary in a human habitat to be sustainable and accessible. Publishment of a digital magazine on "technological responses of architecture in the world by continents", as a standardized catalog of every local builder. The project has been successfully undertaken and tested last year at our school, so organization and resolution are guaranteed.

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❖ LATEST TRENDS AND INNOVATION IN TEACHING AND LEARNING LITERATURE

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Objectives

- Identify the role of instructor.
- Answer the questions of “Why teach literature?” and “What are the practical matters concerning the teaching of literature?”.
- Know how learning literature can develop language four skills.
- Recognize how teaching different aspects of literature affect learning language.
- Know latest trends the various innovative teaching methods that make impact on the student’s understanding and interest.
- Offer some tips to keep in mind while one teaches a piece of literature at the university level

Teaching process

The twenty first century classroom has seen a model shift in the learning styles of the students and the dynamics of the teaching has changed accordingly. The role of a instructor is ever evolving and challenging, trying to stimulate the curiosity of the students, satisfying it and developing the generic skills of every learner. Making an impact in education both in building knowledge and skills is the challenging task for all the teachers. Faced with rapidly changing social needs Innovation in teaching methods has become necessary capability.

Why teach literature?

1. Literature is language focused: It provides a rich content for new vocabulary and language structures. Learners have to deal with different linguistic forms and communicative functions, just like a native speaker.
2. It helps with writing skills: It gives readers practice in forming different kinds of sentences, using different structures, and working with different ways of connecting ideas.

3. Reading literature also promotes oral work: some of the speaking and writing activities can be done in connection with watching a movie based on a novel.
4. Literature is culturally enriching: In literature we find genuine language. It has passed the test of time. It is meaningful. Literature speaks to people across cultures and time periods.
5. Literature is engaging: It gets learners personally involved in the stories they read. Learners "inhabit" the text as they focus on the development of the story. They often relate to one or more characters emotionally.
6. It is real-world centered: it often puts learners in real-life problem situations. When learners put themselves in the shoes of the characters, they practice their creativity and imagination in trying to solve these problems. Literature deals with universal themes that all human beings experience. Love, friendship, and revenge are some themes that always capture the imagination of students.
7. It is motivating: If a piece of literature is well-chosen, learners enjoy reading the story to its end. There so many elements of a literary piece—the plot, the characters, its meaning, the language used, and the social and historical context—that get learners willingly talking and writing. Literature can help learners obtain a competence in target language, learn the usage of native expressions, speak accurately, and become more fluent and creative in the target language. Literature opens doors of opportunity and permits learners to ask, criticize, and investigate.

So Using literature for teaching four language skills including writing, reading, speaking, and listening as well as language components such as grammar, vocabulary and pronunciation seems to have become very popular in the area of teaching and learning a foreign language since two decades ago.

Literature provides opportunities for foreign language classes and can appeal to the students with various learning styles. Literary texts are reliable sources of linguistic inputs and can help the students

practice the four skills—speaking, listening, reading and writing. Literature can help the students enhance their perception of other cultures and societies. Also, literary texts can consider accurate subjects like love and war that one may experience in the real world. Literary texts help the students to activate their imagination and develop their emotions.

Time to begin teaching literature

1. Choose a book that suits your students' levels and interests.
2. Pre-teach vocabulary for discussing literature.
3. Activate their prior knowledge.
4. Model your process of thinking about literature.
5. Have students listen to an audio recording of the text while they read.
6. Provide discussion questions to be completed or discussed at the end of each chapter/section.
7. Allow them to express their ideas about the story or poem by drawing a picture or acting out a scene.

Latest Trends and Innovations in Teaching & Learning Literature

Literature has faced uncountable changes ever since its existence. Passing through all the ages, it has flourished richly. Recent trends such as the e-book technology, digital media, blogging and other forms of social networking play an important role in English literature today. These trends are useful in promoting the exchange of ideas and access to vital information that assists the analysis of literary works.

1. E-books: many titles which are available in printed versions can be read as e-books, including bestselling fiction, classics and reference texts. Audiobooks are distributed on any audio format available.
2. Digital Media also proves to be important in improving the access and academic analysis of English literature. Literary works can be reviewed, and individuals may discuss several issues through social media. Studies that would take much time and work before are now easier in the form of e-books and audio versions of novels and stories.

3. Also, research articles and reviews are valid in many blogs that an academic may access. Blogging sites have given opportunity to upcoming, unprofessional writers. They are getting more and more popular. Modern tools have helped literature become an equalizer between the haves and the have-not. SMS has created new room for urban quotations and poems. Stories can now be presented in 140 characters or less. No wonder we say the world is growing smaller.
4. Flash fiction and micro-fiction have sidelined long elaborative patterns of writing. Flash fiction is “trendy”. It has limited words and the idea has to be flashy and catchy. Twitter fiction refers to original, self-contained works of fiction in each tweet published by Twitter users. Twitter fiction is being classified into certain new literary genres, which are given new names by combining the name of the different genres with the name of the application. Twitter has come about as a revolution.
5. The ‘6 words novel’ is a new field for writers to experiment. “One gun, two shots, three dead” by Marcy is an example of a six words novel. This is a new fashion of writing which is challenging and creative. It may be easy to write a long, narrative and detailed novel but writing a novel as short as six words requires innovation.
6. Hundred years back no one would have thought of writing a novel in six words. Dickens is definitely turning in his grave. Six words novels leave the reader curious and thoughtful. The meaning is also left to reader’s understanding. It requires a lot of creativity and imagination...

Earlier people used to spend hours in libraries searching and reading up on information for their answers and papers. Now, however all one needs to do is GOOGLE it! An entire world of information is accessible at the click of a mouse. The same is with dictionaries. Oxford, which was once considered the bible for literature students is no more that important. Almost all the mobile phones have

dictionaries. And if not that, there is still the web. Software like Word web provides one with the meaning for almost all the words.

Literature is also an art of writing; the above mentioned forms are not only new trends and ways of enhancing but also re-altering art. It has diverse, vital and very natural forms and unlike the conventional. It has gained huge popularity. It gives you the pleasure of knowledge and satisfies your curiosity in small and controlled doses. It definitely creates new and different genres of literature. These forms have come in to acceptance because of their popular demand.

These new and recent trends are unbelievable concepts from the point of view of anyone living a few decades ago. Blogging, twittering, micro blogging, 6 words novels, all of them are changing the trends of literature with regards to reading and writing. It's giving opportunity to upcoming talent and is helping decentralize the processes of who gets to publish what in the world of literature.

Of course, these new trends are attractive and interesting but, according to some literary traditionalists, it is degrading the classics and the conventions of literature. But some thinkers feel that social media is preventing the development of art and literature. Many disadvantages are associated with modern technology regarding the decrease in quality of literary works.

Literary works of such kinds are put off by internet slang, which according to them gives rise to the abuse of language and shallowness. These are non-formal free form styles of writing and they often neglect grammatical errors, wrong use of vocabulary and have little respect for the great works of literature from which some of them copy. These are shorter than short stories. SMS and Facebook poetry have been claimed to have degraded the language, vocabulary, form and conventions of writing too. Urban words and slangs are becoming common to every mouth.

Grammar is lost and has almost disappeared in today's scenario. SMS languages have ruined the role of vocabulary and spelling. Spellings with missing vowels are now growing famous. The fast-paced life is short-lived for literature. No longer do many want to learn the details of any book, grammar or even poetry. Somehow, Classics are now growing old fashioned and boring. Anything that is short and interesting is definitely catchy for today's generation.

So we can say that the advantages of such trends include the ability to access quick information on literature for studying or literary works by others. However, various disadvantages are associated with modern technology regarding the decrease in quality of literary works.

Using Technology to Teach Literature

Using technology to teach literature has been a hot topic for years now. As teachers combine digital media with more traditional forms of teaching. Online activities increase the interaction between instructor and students. Online resources are more accessible with a mobile app . Here are some ideas and things to think about if you're considering adding some extra tech to your classroom.

1) Make sure the tech serves the lesson—and the student.

Does the technology you use help students understand the text better? Or does it help them understand the technology better?

The primary concern when using technology to teach literature is that it should help your students meet the learning objectives you've set for them. That's the case whether you're using computers or just books, pens, and paper. If you use a specific technology in your classroom, there should be a specific justification why that technology is essential to the lesson. But there are secondary concerns, too.

Teaching with technology that students understand and use themselves on a regular basis could help them engage more with the texts you're teaching. Engaging in discourse about new forms of media—not just video games, but also graphic novels, fully interactive hypertexts, etc.—will better prepare students to think critically about these forms of media and how to analyze them as texts. This could be important for their future success as these forms of media become increasingly prominent.

You can teach a traditional text alongside a reinterpretation of that text in a newer medium, as with this choose-your-own-adventure-style game based on Shakespeare's *Hamlet*. This could lead to all kinds of great discussions and textual analysis—and could help your students develop a new understanding of just what makes Shakespeare's original text so powerful.

2) Use the internet to your advantage.

Bind the power of the internet to your teaching vehicle by setting up a forum or comments section in which you and your students can discuss the books you're teaching.

There are a couple different advantages to this approach:

- You can ask your students questions or post comments anytime.
- Answer a student's question once, and it's there for everyone to see. Students with similar questions get their problems solved at the same time, saving you time and effort.

Of course, there are some things to be careful about:

- The internet can be a toxic environment. Make sure that when you set up your forum, the only people who can access it and post comments to it are you and your students.
- Privacy concerns. If you're unable to restrict access to only you and your students, then anyone who knows your forum's web address can access it. Students should be advised to provide as little personal information as possible. You may want to have your students use nicknames or "handles" rather than their real names.
- To make sure you and your students are the only ones who can post comments, you'll all have to register accounts with the website hosting your forum. A more minor concern than the previous two, but it's still something to think about.

3) Use technology to enhance traditional reading experiences.

New programs and reading platforms offer you quite a bit of flexibility in how you deliver teaching content to your students. Take the Actively Learn platform, for example. It allows you to embed questions, comments, and annotations into an ebook's text. Your notes are sent through the internet directly to your students' copies of the ebook, allowing you to give them remote support anytime. Your students can also write their own notes and ask questions, and they can also answer questions and comment on notes that other students have written. The Actively Learn platform basically extends your classroom beyond the walls of your school.

Tips Have Been Put Forward By Experts To Keep In Mind When We Teach Literature

Several suggestions and tips have been put forward by experts to keep in mind when we teach a piece of literature. The following ones may be of immense help:

1. Review Literary Terms

The most common literary terms relevant to an understanding of the piece of literature – plot, theme, character, setting, and point of view – may be explained or reviewed. For example, the difference between the theme of the book and its plot may be explained saying that plot is what the characters do and theme is the message or moral underlying such deeds. The literary terms help students to express their individual opinions on the different aspects of the novel once they have read the book.

2. Show the movie

Now that several pieces of literature have been made into movies, they can be shown to the students either before or after reading them. It is a good idea to make the film version available in the language lab for students to watch them on their own.

3. Preview the major characters

It is always advisable to introduce the characters to the students. When we provide description of the most important characters' role in the story, the students will gain a heads up for comprehension. The relationships among the various characters also may be explained, so that the students may have a clean perception of what values, what experience, what ideas or what sensibilities they dramatize.

4. Present themes

For a piece of literature to be absorbing, it must work at a thematic level addressing a universal concept to which students can relate. Therefore, introduce the major themes that students will encounter. It is desirable to have a discussion time before as well as after reading to talk about the themes.

5. Review Unusual Vocabulary

Encourage the students to use a standard dictionary since second language learners may come across unusual vocabulary. Teachers may also create a vocabulary list. These words may be

reviewed. The traditional advice in this regard is to reassure students that they are not expected to understand every word they read, but encourage them to guess at the meaning of unfamiliar words and phrases.

6. Set down a Reading Schedule

Students feel a special pride when they finish reading within a few days. However, it has been observed that a number of students have no idea about speed reading. Teachers should give training in faster reading so that reading will be a delightful experience and not a tedious task. Once the students become confident readers, they can become critical ones as well.

7. Have Discussions

Once the reading is done, students may be encouraged to discuss the features and their significance. In fact, discussion will be the most beneficial activities to come from reading. Let the students talk about what they find interesting in it. Let the students discuss the author's message and their opinion of the issue. Teachers are to give discussion questions ahead of time so that the students may be allowed to think while they read and be more prepared for class discussion. As you can see, the study of literature doesn't have to be boring. You can transform it into one of the most memorable learning experiences you offer to your students, and instill in them a lifelong love of reading and language.

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❖ ONLINE, FLIPPED AND HYBRID LEARNING IN ACHIEVING SDGS

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Introduction

As we enter the 21st Century we continue to experience a rapid digital age. Hybrid Learning has tremendous potential to change Higher Education. Many people, both educated and untrained, are embracing the digital world. The smart phone has taken on an increasingly important role in the hands of learners. Teachers are developing e-content that students love all the time. The great benefit of this method is that students can access it anywhere and anytime. Furthermore, they can replay, rewind, and review it to their liking.

Online Learning

All educational institutions across the world are shut because of COVID-19 pandemic situation. In this way, instructing has changed radically, with the unquestionable climb of e-learning, whereby teaching is endeavoured indirectly and with electronic gadgets. So, the Government suggests that electronic learning has been seemed to fabricate upkeep of information, and take less time, which implies the movements Covid-19 have caused might be delving in for the long stretch. Guidance can become weighty when teachers and understudies consolidate information across subjects and experiences, in a general sense weigh basically substitute perspectives, and join various solicitations.

Educators can grow such possibilities by developing fundamental learning spaces, in which understudies are asked to fabricate their capacities of assessment, innovative brain, essential association, creative explanation, care, and intentionality. A symptom of empowering such new procedures has been the arrangement of online courses made in the whole country and worldwide at outstanding rate. It is getting logically essential at various high level training

establishments, offering totally on the web or possibly hybrid/blended courses joining on the web direction with eye to eye preparing.

Online learning has become familiar now-a-days because of Covid-19 pandemic situation. Basically, all the schools and universities are offering program that make it possible to take a couple, if not all, of the important courses on the Internet. This sort of guidance configuration is the best way to deal with show up at all the understudies who may have social and monetary conditions that do not allow them to go out for preparing reason. As more people approach quick Internet affiliations, online guidance openings have continued broadening. It has gotten pleasant in numerous circles to win a degree at any level with these odds, allowing understudies to have genuineness and more prominent receptiveness with what they procure.

Flipped Learning

Since flipped learning involves collaborative efforts, the teacher should be open to constructive criticism as well as willing to share and not be afraid to ask others for help in developing an effective lesson plan. The teacher should also take the responsibility to examine the e-learning content to validate the students' understanding which will enhance their learning abilities. With this sort of attitude, the teacher will be able to adapt to the impending changes and find new ways of teaching in order to meet their objectives. The teacher can make a power-point presentation and can explore the idea of transforming the lecture to an online format. Teachers should also learn to know and utilise flipped strategies to use technology effectively in the class.

They have to work hard and remain well prepared for online material designing, keeping in mind the syllabus of the class. They should learn how to translate the existing demands and aspirations of the students in relation to the rapidly changing scenario at the global level. They must not convert their presentation into a monotonous lecture on the online platform.

Hybrid Learning In Sustainable Development

It is very important to protect the environment. Mass media play vital role in creating awareness among students and the public. Through digital media, the students gain an opportunity to engage in

questions, discussions and debates. This promotes and strengthens their critical and creative thinking. For example, take a look at the following YouTube video contents:

a. The Eco Club students were advised by the teacher to prepare palm seed balls to sow on the edges of nearby lake. With the instructions, the students prepared and sowed the palm seed balls while celebrating the **World Soil Day** - <https://youtu.be/cRYgU6bNvDk>

b. When the teacher is interested to teach English to the school students, he/she can make the students to learn vocabularies by inculcating the terms and can upload the live class video lecture just for 2-3 minutes. For example look at the following YouTube content Learning Tamil to English Vocabularies to the neighbouring school students - <https://youtu.be/AfmclAUSiIo>

c. By uploading awareness videos such as The Teacher can ask the students to write slogans on the theme of pollution controlling measures to create awareness among the public.

Pollution Control Day Awareness

https://youtu.be/1Iolmu2t9_s

To create awareness among the public, the teacher can ask students to say slogans centered on the theme of AIDS Awareness.

Aids Awareness Day - <https://youtu.be/OMuJ6kCxm48>

The teacher can create interest among the learners. The learners will enjoy such type of blended, flipped learning and hybrid learning.

Statement Of The Problem

Online classes are commonly a blend of video chronicles or live talks enhanced with readings and evaluations that understudies can finish individually. Be that as it may, nothing is typical about training in 2020 as the Covid-19 has constrained an abrupt movement to online learning with brief period to get ready for it. As the pandemic quickened, schools and colleges moved into crisis mode, closed with an

end goal to forestall the spread of COVID-19 – the malady brought about by the novel Covid-19 and moving scholastic life on the web.

The class design for online courses is essentially unique in relation to study hall encounters. Understudies normally need a dependable PC and Internet admittance to succeed. Work is typically finished at home or in a calm area where you can peruse, total composed tasks and papers and take online tests and tests. Tasks and tests are reviewed by educators and input and grades are posted through a virtual programming program. With this unexpected move away from the homeroom in numerous pieces of the globe, some are contemplating whether the reception of online learning will keep on enduring post-pandemic, partake in online conversations with different understudies and depend on email for ordinary correspondence with educators.

The lack of connectivity, problems of conduct online discussion, and immediate feedback from faculties and students, accountability and the like are some of the problems faced by the faculties and students in online classes. With this featured point, the researcher has taken this theme to break down the viability of Online Classes from the viewpoint of Students and Faculty members and the effectiveness of online classes.

Hybrid learning includes the utilization of advanced apparatuses for instructing and learning. It utilizes innovative apparatuses to empower student study whenever and anyplace. It includes the preparation, conveyance of information and spurs understudies to collaborate with one another, just as trade and regard distinctive purpose of perspectives. It facilitates correspondence and improves the connections that support learning. Regardless of certain difficulties examined, the writing has looked to clarify the job of online learning specifically and how online learning has had a solid effect in educating and learning. Its reception in certain establishments has expanded workforce and student's admittance to data and has given a rich climate to joint effort among understudies which have improved scholastic principles.

The general writing which clarifies the focal points and impediments of online learning recommends the requirement for its usage in advanced education for personnel, executives and understudies to appreciate the full advantages that accompany its appropriation and usage.

Rationale For Considering Online Education

Moore, M., &Kearsley, G. (2012) have contemplated Distance instruction: A frameworks perspective on web-based learning Wadsworth. The book is investigated based and grounded in strong standards of educating and learning. The creators apply their wide experience and mastery as they disclose how to plan and show courses on the web - including the most recent advances utilized, attributes of students, authoritative designs, and current approach and worldwide points of view.

SekiwuDenis &Naluwemba Frances, (2014) in their examination have dug into the different angles that make e-learning as a viable instrument for moving information. As per the report one of the elements that makes e-learning reasonable in the changing climate because of dynamic nature of the mechanical updates, particularly in the creating scene, is the ease and simplicity obviously change for redesigning the courses rapidly. The investigates pressure that e-learning openings are a passage of development and thriving for the creating scene.

The investigation comes up short on the perspective of the understudies and misses the central issue of including the nature of the instruction gave in a trade off to minimal effort. Rules for encouraging the improvement of learning networks in online courses, Journal of Computer Assisted Learning, in this paper, the creators propose rules for online educators to encourage the advancement of learning networks in online courses. They first audit the meaning of a learning local area, significance of a learning local area and components influencing the improvement of a learning local area. Thereafter, in light of an audit of the current rules and other pertinent writing, they propose rules for encouraging the improvement of learning networks in online courses.

Yang, J., Yu, H., Chen, S. J., & Huang, R. (2014) have expressed Strategies for Smooth and Effective Cross-Cultural Online Collaborative Learning, Educational Technology and Society The reason for the investigation is to inspire procedures for smooth and compelling diverse online communitarian learning through a pilot concentrate between the West and the East.

Understudies of a Chinese University and an American University partook in the investigation. The discoveries of the examination uncovered that understudies from the two sides were keen on one another's way of life, their perspectives to culturally diverse online cooperative learning were positive, and culture impacted learning techniques.

Wang, Y. D. (2014) Building understudy trust in online learning climate, the investigation addresses an endeavor to address the test by recognizing the social and specialized components that can almost certainly instigate or impact understudies' insight about the dependability of an online course and incorporating the elements into a socio specialized system that can be experimentally approved.

Littlefield, (2018) has referenced the coordinated learning climate is organized as in understudies go to live talks, there are constant associations among teachers and students, and there is a chance of moment input, while non-concurrent learning conditions are not appropriately organized. In such a learning climate, learning content isn't accessible as live talks or classes; it is accessible at various learning frameworks and discussions. Moment criticism and quick reaction are impractical under such a climate

Singh & Thurman (2019) have clarified online learning can be named as an instrument that can Journal of Educational Technology Systems make the instructing learning measure more understudy focused, more inventive, and significantly more adaptable. Web based learning is characterized as "learning encounters in simultaneous or offbeat conditions utilizing various gadgets (e.g., cell phones, workstations, and so forth) with web access. In these conditions, understudies can be

anyplace (autonomous) to learn and associate with teachers and different understudies".

Basilaia et al., (2020) depicted in the midst of this dangerous infection spread such online stages are required where (a) video conferencing with in any event 40 to 50 understudies is conceivable, (b) conversations with understudies should be possible to keep classes natural, (c) web associations are acceptable, (d) addresses are open in cell phones likewise and not simply PCs, (e) probability of observing previously recorded talks, and (f) moment input from understudies can be accomplished and tasks can be taken.

Shivangi Dhawan (2020) has investigated about educational establishments (schools, schools, and colleges) in India are at present dependent on customary techniques for realizing, that is, they follow the conventional set up of vis-à-vis addresses in a homeroom. Albeit numerous scholastic units have likewise begun mixed learning, still a great deal of them are left with old methodology. The unexpected flare-up of a destructive illness called Covid-19 brought about by a Corona Virus (SARS-CoV-2) shook the whole world. The World Health Organization announced it as a pandemic. The present circumstance tested the schooling framework across the world and constrained instructors to move to an online method of educating for the time being.

Numerous scholastic establishments that were prior hesitant to change their conventional instructive methodology had no choice except for to move totally to internet educating learning. The article incorporates the significance of online learning and Strengths, Weaknesses, Opportunities, and Challenges (SWOC) examination of e-learning modes in the hour of emergency. This article additionally put some light on the development of EdTech Start-ups during the hour of pandemic and catastrophic events and incorporates proposals for scholastic foundations of how to manage difficulties related with web based learning.

Conclusion

The hybrid learning is an advantage for teachers and students. It helps teachers and students develop and keep up-to-date technically

and academically. There is much personal and professional development for the teacher as they become creative, understanding, and observing. In addition, the teacher learns how to deal with emotions, accept constructive criticism, and become a Relationship Builder. The level of work satisfaction also goes up when students give positive feedback and perform well. Creating an open, receptive, comfortable and friendly learning environment for the students makes a teacher more active and innovative. Blended learning classes provide a great opportunity for the teacher and student to interact and grow together over time in this digital learning world.

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**❖ *MULTIDISCIPLINARY HYBRID LEARNING IN
ACHIEVING SUSTAINABLE DEVELOPMENT
GOALS***

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Introduction

There is an urgent requirement to improve global environmental sustainability, including addressing critical challenges such as reducing greenhouse gas (GHG) emissions, water consumption, biodiversity loss, and accelerating land and resource use. In parallel, a number of interrelated or unique social sustainability challenges need to be addressed, including inequity, social cohesion, inclusion, and justice. These challenges must be faced within the economic and administrative constraints, resulting in social learning and new forms of social-ecological reflectivity and sustainability governance.

Blended learning may be defined as the design of learning experiences that draw on a combination of face-face, distance, or online delivery methods, learning technologies, delivery multimedia, and pedagogical methodologies to achieve a mix of learning outcomes in educational or training contexts. Blended learning designs can support sustainable development, including the social, economic, and environmental dimensions of sustainability and protect global environmental resources to meet the needs of the present and future generations.

The concept of blended learning has its origins in the 1960's when new options for technology-mediated education became available to complement conventional approaches to face-to-face teaching in higher education and other contexts. In HE institutions, blended learning has now become so widespread that many regard it as the “new normal” in describing HE approaches to teaching and learning. However, the ubiquity of the blended learning concept in HE is problematic for establishing a common understanding of the concept, which is essential for identifying how it contributes to sustainable development. Blended learning may be defined as the design of learning

experiences that draw on a combination of face-face, distance, or online delivery methods, learning technologies, delivery multimedia, and pedagogical methodologies to achieve a mix of learning outcomes in educational or training contexts.

Blended learning designs can support sustainable development, including the social, economic, and environmental dimensions of sustainability and protect global environmental resources to meet the needs of the present and future generations. This chapter first examines the various conceptualizations of blended learning in HE teaching and learning systems, and then proceeds to examine contemporary understanding of how HE blended learning provision contributes or might contribute to sustainable development and to the Sustainable Development Goals (SDGs).

INTERNATIONAL INTERNSHIP UNIVERSITY SUSTAINABLE DEVELOPMENT GOALS- 100 DIPLOMA COURSES



Sustainable Development Goals helps *“people to develop their knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.”*

“Sustainability”

The word “Sustainability” invokes the idea of environmental activities and represents the diversity of the field. The role of Education in Sustainable Development Goals plays an important role across all 17 goals, driving progress towards by 2030, ensure that all students complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

”The Global Goals”

These 17 Sustainable Development Goals are also called as “The Global Goals”, is a collection of independent but interconnected goals, exclusively designed for the entire world to repair and regenerate our polluted planet into a new Green Planet for our better future, with endless targets and many indicators geared toward a date of 2030. The goals were created in the view of providing a path for any business platform to enhance their power by directing their efforts towards the specific global objectives.

Role of Education in Achieving SDGs by 2030

- Ensure that all learners acquire the knowledge and skills needed to promote sustainable development
- Promotion of a culture of peace and non- violence, global citizenship
- To improve the sustainable lifestyles, human rights, gender equality
- Education is a human right and a force for sustainable development and peace
- Every goal in the 2030 Agenda requires education to empower people with the knowledge, skills and values to live in dignity, build their lives and contribute to their societies

Education for Sustainable Development including key issues into teaching and learning

For example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methodologies that motivate and empower young learners to change their behavior and take action towards sustainable development to analyze and understand the issues within the communities. Education for Sustainable Development consequently promotes competencies like critical thinking, researching, imagining future scenarios, journal writing, project planning, implementation, creating prototype, social responsibility on global issues and making decisions in a collaborative way.

IIU suggests to you the 11 ways to support Sustainable Development Goals through energizing and inspiring activities.

These 11 flexible activities can be a part of our lifestyles, environment, projects, and business practices.

- Reduces wastage of water, lead in water conservation, makes a huge impact on awareness in their communities
- Create a healthy environment / workplace
- Review and implement sustainable practices
- Develop and take it to next level, through partnerships with other collaborations and or businesses
- Plan the project to support the sdgs
- Renewable energy investments
- Implement the concept – ‘reduce, reuse, recycle
- Globally support the education of the future generation
- Create challenges for a day or weekly
- Develop / create paid /non-paid volunteer services
- Reward always responsible change makers of sdgs

Diploma Courses in Sustainability Development Goals

Are you looking for a trendy career in Sustainability Development Goals?

If you’re looking for an exclusive career in Sustainable Development Goals or if you’re already experienced and you want to switch for a career in Sustainable Development Goals, let’s dig into what your options can be.

Learn research and train under the guidance of our dedicated Global SDG Experts in Training, Development and Implementation, who are all passionate towards Sustainable Development Goals.

Career Path of Sustainable Development Goals:

These Sustainable Development Goals are also designed to support extremely scientific careers and are certainly part of all the industries for those seeking a Sustainability job or a professional project implementation. In fact, all the Sustainability Development Courses are often directed in helping all the organizations of any sector or

companies to run more efficiently, thereby increasing their profits, beneficial to their customer base and creating a sense of wellbeing among the community.

A



Few

Remarkable Words from IIU Co-Founder & COO:

“To achieve excellence in the field of virtual education at affordable fee and free education, for the underprivileged, reaching to every child at every door step across the world. Provision and promotion of informative online and virtual Education services, through maintaining global quality that meets the research, learning and teaching needs of the University’s academic and research community. “

Mr. Peeyush Pandit
Co-Founder & COO
International Internship University



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<https://www.theiiuniversity.com/online-sustainability-courses.php>

<https://www.theiiuniversity.com/>

❖ *HYBRID LEARNING IN ACHIEVING SDGS*

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Introduction

Hybrid learning is a form of education that provides face-to-face learning, distance, online delivery methods, learning technologies, multimedia and teaching methods.

What is SDGs?

SDGs is a set of international development goals from 2016-2030, which was adopted by the **UN Sustainable Development Summit** held in September 2015 to meet the needs of present and future generations.

SDGs is the combination of 17 goals as:

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the goals

Hybrid Learning can play a key role in achieving the SDGs (Sustainable Development Goals) because it supports sustainable development which includes social, economic and environmental

sustainability and the protection of global natural resources. In mixed learning, new communication and technology education options are available to suit common trends.

How can hybrid learning help in achieving SDGs?

In hybrid learning, physical and online class takes place at the same time. As students from different sites of world can take advantage from online learning, Hybrid learning encourages people from all over the world by which they can contribute to the Sustainable Development Goals (SDGs). As it can help them to cultivate their ideas and to voice them out in a more confident way. Hybrid learning courses are another alternative for making rooms available for more courses, and serving those students who prefer more informal, active and collaborative learning in class (Parsons & Ross, 2002).

A comparative study of students' perceived sense of community demonstrated stronger support for blended courses than either traditional or fully online courses (Rovai & Jordan, 2004). They can share their experiences to make a great contribution to the local communities as well. They all together can exchange their ideas with each other with innovative solutions. As they get out of their comfort zone and actually experiencing the problems that need to be solved. They can make great actions by doing projects and start-ups that can help to make this world a better place.

The study of Heterick and Twigg (2003) revealed that 19 out of 30 hybrid learning projects demonstrated improvement in student learning, while the remaining 11 projects showed no significant. They have lot of creativity and potential to be a very active part of society. As students from all over the world can help in achieving the seventeen Sustainable Development Goals as:

- Hybrid learning play a vital role to reduce poverty at great extent. As when policies about school closure have taken due to pandemic, many of the G20 countries become able to ensure educational continuity at a wide range by providing them free devices with free internet access. Before pandemic, just 62 percent of young people in the G20 countries were completing their education according to **UNESCO**. The

students from different backgrounds can take advantage in hybrid learning.

- In hybrid learning, students from all over the world can be addressed about the awareness of hunger. They should be assigned with such type of projects which can help them to explore the ways to reduce hunger. They can start it with their surrounding needy community to a large scale. Students can come up with variety of ideas and multiple solutions that can help them to design a project that tackles hunger.
- Good health and well-being can be achieved through hybrid learning by showing them the whole previous case studies through multi-media to all students. For example, in 1990, for every 100 people, 24 were undernourished in Asia. In 1991, for every 100 people, 75 were undernourished in Ethiopia. In 2016, for every 37 were undernourished in Namibia. In 2017, for every 100 people, 8 were unable to afford a proper meal across the European Union. As they can get the idea that how hunger can affect their community.
- Hybrid learning can provide great access to quality of education through different learning styles i.e through animations etc. Due to learning through different styles can create the interest in students and develop their creative skills. The study of McCray (2000) showed that a blending of face-to-face education and distance education not only resulted in improvement of overall course efficiency and reduced financial and time resources regarding the use of IT, but also led to indirect improvement in learning outcomes of the students.
- The unique features of online education serve to overcome many of the barriers that have made traditional education difficult or impossible for women students. For women or girls facing gender discrimination in a physical classroom, being able to carry out academic work anonymously is a distinct advantage. Significant gender differences were revealed in

learning outcomes because males were more stable in attitudes, while females performed well in engagement (Nistor, 2013).

- Furthermore, no significant gender differences in learning outcomes were found based on learning styles. There were also no significant gender differences in the learning satisfaction of online millennial learners (Harvey et al., 2017).
- As through hybrid learning students through all over the world can have awareness with such infrastructure and technologies that can provide clean, and efficient energy and clean water. Such type of awareness can prove to be helpful in climate change at high extent.
- As there are students from different backgrounds. They can have the awareness about such things which they have not noticed before, for example the sustainable development goal about life below water and life on land. They all together can establish such type of frameworks that can provide a great sustainability to both live i.e life below water and life on land.
- Hybrid learning ensures equal access to justice and protecting everyone's fundamental freedoms.
- With the help of hybrid learning, the exchange of knowledge, expertise and financial resources can reach to a great extent according to 2030 agenda.

Hence, we can say that hybrid learning can play a vital role in achieving SDGs because it opens students' minds to different communities and experiences outside of their own. This helps the development of students into more well-rounded citizens of the world, and shows them the ways in which they can make a difference in the future.

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❖ *NEW PERSPECTIVES IN VR ON BEHAVIOR AND LEARNING EXPERIENCE*

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Introduction

Realistic and high-fidelity virtual worlds are becoming more achievable with the fast advancement of Virtual Reality (VR) technologies, including processing power and screen resolutions. While it may sound counterintuitive, it stands to reason, that consumers would feel more present and engaged in a VR experience if it was more realistic and accurate to the real-world environment it was simulating. High-realism environments, however, are time-consuming and expensive, and it is not obvious if they are always necessary to keep users engaged and allow them to behave naturally. There appears to be a more delicate and complex link between realism degree and experience in virtual reality research. In addition, the level of realism in most research appears to be quite low compared to what is available with today's technology and what is employed in modern entertainment films and games.

Since the 1970s, virtual reality (VR) has been utilized for educational purposes, including military training and flight simulation. Complicated conceptualization, drill training (automation), and complex contextual problem-solving have been used in VR to produce learning experiences in a variety of professions (individuals and teams).

As low-cost, high-fidelity virtual reality settings became more widely available, they opened the door to new possibilities for direct learning that are both cost-effective and expandable.

In the last decade, virtual reality (VR) has revolutionized human-computer interaction, making it more human than before. In the past, we could only connect with content and other people in science fiction through immersive encounters - whether they were rooted in fact or imagination. The educational and immersive technology research community has provided new vocabulary to improve the conversation on immersive learning. Virtual immersive experiences (VIEs) and three-dimensional (3-D) virtual learning environments (VLEs) (Dalgarno &

Lee, 2010) allowed for new opportunities to further and more effectively structure the academic discourse on the educational potential and applications of VR technology.

Immersive virtual reality (VR) in actual scientific classrooms has the potential to provide students with an entirely new type of educational experience. Students' conceptual learning gains and their views of the experience, while taking into account students' existing science- and digital technology-in learning experience. The use of virtual reality (VR) in the study change attitudes and behaviors has been around for decades. With the advent of commercially available virtual reality headsets, it has become possible to utilize VR as a tool for education.

Technical solutions and applications make up the majority of VR research. This study examines technological solutions in the context of educators' and instructional designers' behavior and attitudes. It will give solutions for difficult educators on how to locate and understand recommendations on how VR learning experiences should be built to guarantee that learning objectives are accomplished despite a considerable body of research on technological solutions and the limits of VR technology. There is a dearth of understanding of the broad principles that govern the VR learning process and how they are related to current information about learning, instructional tactics, and curriculum. Systematizing the pedagogical concepts that guide and assist VR learning is becoming increasingly important as the area of VR learning grows rapidly. This chapter talks about a VR learning experience evaluation tool that includes things that will help teachers and instructors make and use VR learning experiences that work more efficiently.

Instructional Strategies on VR

Instructional strategies for VR according to Kapp, O'Driscoll, 2010 below



Figure 1. Instructional Strategies

As a quality control or design development instrument, the proposed VR experience evaluation tool was developed to inform instructional designers, educators, learners and VR content and technology professionals by providing a clear and multipurpose framework that allows one to outline the alignment of the instructional, pedagogical, and VR learning environment to ensure the efficiency of the VR learning design. For the sake of saving time and money, it is critical to guarantee that virtual reality (VR) technology is used effectively. Before creating VR learning material, it is essential to analyze and map out the features of the strategic learning objectives and the function of the VR learning environment (including instructional design and 3D visual and multi-media content creation).



Figure 2. VR learning Experience Design based on Kapp, O'Driscoll, 2010

Virtual reality (VR) techniques have three ways of interacting with the audience: physical, via an agent, and virtual, where the audience's "devices" are within the virtual world itself (Craig et al.,

2009). creating new forms of VR learning experiences by taking elements from existing learning environments and methodologies and applying them. Through intensive testing and revisions, the tool has been improved and adapted for a wide range of applications. However, because they are based on current technology and learning requirements, It is believed to continue to expand along with VR technological advancements.

Impact on Behavior and Experience Learning

Some research supports Virtual reality environments with differing levels of creativity and has a positive impact learning experience. Many features in the virtual reality world already produce a high level of immersion, which may explain why the experience is comparable to that of the real world Such an increase in realism in the virtual world may not have a significant impact on the user's experience. Research by Slater, McCarthy, and Maringelli (1998) explains why Slater, Khanna, Mortensen, and Yu (2009) found that increasing realism in VR led to a greater sensation of presence in learning. A number of previous studies have shown that rookie VR users are more engrossed and feel more present in virtual environments than experienced users, which may lead to certain abnormal behaviors in VR (Stupar-Rutenfrans, Ketelaars, & van Gisbergen, 2017; Syrett, Calvi, & van Gisbergen, 2017)

If increasing realism does not necessarily lead to better experiences and more natural behavior, this might be a beneficial thing for some VR applications. To get results, it doesn't necessarily appear that you need a highly expensive virtual environment. Specifically, for our use case, this means that we could utilize the cycling VR software to build and test new riding routes without needing to spend a lot of money on a very realistic environment. Virtual reality applications in other fields, such as healthcare, retail, and culture, may also have the same effect. Realism is also required for meaningful encounters in the field of robots, according to specialists (Dautenhahn & Werry, 2004). However, there is still a lot more work to be done before these findings can be applied to other fields.

While VR can be used for any cognitive process or knowledge dimension, if we want to take advantage of its unique and specific capabilities, we should choose higher cognitive dimensions such as remembering factual knowledge and moving on to creating metacognitive knowledge as our learning objectives. Students' ability to generate and engage in critical thinking and innovation can be greatly enhanced through the use of VR learning technology, which allows students to express and create complex metacognitive concepts and perfect complex procedural knowledge, including the intersection of procedural and cognitive processes.

When it comes to constructing knowledge, understanding concepts, and developing new skills, learning through personal experience is widely accepted as a powerful tool; VR and AR may support this learning by providing tools to widen possibilities (hereafter, the authors will use the generic term VR for AR as well, as it is a sub-branch of VR). However, as Fowler (2015) points out, the technological perspective is usually at the forefront when it comes to VR use, even within the educational setting. As of now, virtual reality (VR) solutions may be utilized in a wide range of applications where VR simulations can be used to master skills and build competencies needed for specific objectives, the development of which can be harmful if working with hazardous chemicals or situated in conflict zones.

It is possible to make the impossible possible from a technological standpoint with VR simulations of the human body, which allow one to enter various human organs or reproduce historical situations that are difficult to experience due to the passage of time. VR simulations can reduce financial expenditure to ensure that each student has the opportunity to practice.

For example, VR may be used to protect cultural, historical, and natural treasures from the damage that might be imposed by large tourism flow, for example. As a tool for inclusive education, virtual reality (VR) can reduce some of the barriers to learning. It may also be used as a means of passing on knowledge. Virzi (1992), claims that

testing usability issues only requires four experiences and that adding additional participants reduces the likelihood of new information being revealed. Using an evaluation tool, educators may pick and employ the most relevant VR learning experiences and arrange their pedagogical activities to increase the learning experiences of students and address the gaps in VR experiences.

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❖ *ENVIRONMENTAL EDUCATION IN THE PERSPECTIVE OF THE QURAN*

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The Covid-19 (SARS-CoV-2) pandemic that first appeared in November 2019 provides many valuable lessons for humans. Environmental issues are one of the important studies when discussing this disaster. In general, humans are considered too greedy and no longer human in interacting with nature. Exploitation beyond the limits of fairness to habitats outside itself has turned nature into a boomerang that eventually strikes itself. Nature is considered a separate entity from herself, so it gets treatment unsustainable. So that at some point the Creator of nature is forced to stop the arbitrariness by reversing attacks through various forms of disaster, including viruses. However, nature must be saved from the various forms of destruction that exist on it, including the destroyer himself, man.

A number of researchers claim that the covid 19 pandemic brought a number of good things to the environment, such as the use of fuel oil which dropped dramatically due to lockdowns everywhere, especially in major cities. Many factories have been forced to cease operations. Traffic noise also decreased due to the lack of transportation movement due to restrictions on mass movement. Another positive thing is that there is a reduction in resource consumption that results in a decrease in the volume of waste.

Likewise, the tourism area that is always crowded with humans, suddenly empty, so it becomes a recovery opportunity for the area to return as before (enviro.teknik.unej.ac.id). Although undeniable, the positive side always brings out the negative side, where medical waste during pandemics tends to increase plus the lack of recycling work. This goes back to his man who only took from nature without ever giving it to him.

Historical Roots

In the study of the Qur'an environmental education is an "ancient" theme that is much older than human history itself. The

dialogue between God and Malaikat regarding the plan of human creation becomes the proposition and proof of that fact. When Allah expressed His desire to create a caliph on earth, the angel asked, "*Why would you want to make a man on earth who will do damage to him and shed blood, when we are always blessed with praise for you and purify you?*" (al-Baqarah: 30). This verse describes the main purpose of human existence on earth, which is to build civilization and preserve nature (Zuhaili, 2009: 136), although these creatures sometimes do damage, and cheat (Qutb, 2003: 56 – 57). This statement is confirmed in another verse such as the word of God, "*He created you from the earth (land) and made you his psalmist*", (Hud: 1).

The story of two of Adam's children in Surah al-Maidah becomes the only oldest story in human history after Adam came down to earth showing the Qur'an's concern about environmental preservation. They were farmers in his day, where one was a farmer, the other a garden worker. One raises sheep and the other grows vegetables.

One day they were asked to make an offering for God from the fruits of their efforts. The sheep farmer gives his best sheep, while the owner of the garden presents his worst results. More fatally than that, when he knew that his offering was rejected, he killed his brother, resulting in the first bloodshed on earth (Qurtubi, 2006:409)."

The story of Adam's two sons, known as Abil and Qabil, is a reminder to today's people of the purpose of their existence on earth and the relationship between themselves and nature. Qabil, the murderer of Habil, is a symbol of arbitrariness and selfishness that can destroy nature. The crime was committed only to vent his malice towards Abil. Wahbah Zuhaili said, malice is the cause of damage and ugliness in a society. Any nation will not be able to advance and rise if malice is sustained in their midst (Zuhaili, 2009: 508).

The story of adam's two sons concludes with a warning from God, "Therefore We decree (a law) for the Children of Israel, that whoever kills a man, not because of that person (killing) others, or not because of corruption on the earth, it is as if he has killed all men. And whoever preserves the life of a man, it is as if he had preserved the life of all men. And indeed, we came to them with clear

revelations, and many of them then exceeded the limits of harm on the earth."

Environmental Principles: Nature and Man

Specifically, the Qur'an is not a pocket book that becomes a technical guide on environmental issues, but in this holy book contains a number of verses that talk about the environment, either through the story of the previous ummah or the direct affirmation of Allah Swt. Through these verses Islam is present to explain to its adherents how to treat nature and interact with it. Teach them important principles in dealing with nature and the environment (Al-Hathab, 2006: 115 – 122).

Among these principles are:

1. Unity of Nature

This principle explains that man is an integral part and element of nature. When God mentions His creation, it includes man as a unit of the heavens and the earth and all their contents. There are many verses explaining this principle, among them the word of God; *"We did not create the heavens and the earth and what is between them except with the right and in the appointed time. And those who disbelieve turn away from what they are warned of."*

2. Fitrah

Fitrah here is understood as the initial condition from which God created this whole realm, not least man. This Realita explains that at the beginning of creation God had linked all these elements of nature to each other. Likewise man, as a creation of God he is related and connected with all the elements of nature that exist. In the Qur'an Allah says, "Then put your face straight to the religion of Allah; Allah created man according to it. There is no disquiet to God's grace. (That is) a straight religion; But most people do not know" (Ar-Rum: 30).

In the contemporary scientific point of view, it can be explained that each living being is given its own skills and skills or the workings of each body both biologically and physiologically so as to make it able to establish a moderate and harmonious relationship with other creatures in a container where it lives. Therefore, no matter how small a living

thing or an organism, it physically still has a biological and physiological system that is essentially the smallest part (microcosm) of the natural system as a whole (macrocosm), so that ability contributes to balance. the surrounding environment. That is how man was created in a fitrah, he was born with a biological and physiological system like any other creature in nature, but more perfect than any creature. Allah said, "We have created man in the best possible form" (At-Thin: 4). The consequence is that it has more potential in preserving nature and its environment.

3. Istikhlaf (Succession)

At this point man is positioned as the caliph (leader) of the earth which is sustainable from one generation to the next. Leadership is a great trust that God entrusts to man to keep nature from being corrupted. They are given the right to use the wealth that is in them but not everywhere and as they please. Humans must realize that they are not the only ones in this realm, there are other beings who also have the same right to live as humans. He said, "*And he made you rulers of the earth, and he exalted some of you to some degree, to test you of what he gave you.*"

4. Balance

Balance is the core of the fabric of the elements in nature so that it can move dynamically and harmoniously. This prinsip should be used as the main foundation in interacting with nature and the surrounding environment. Balance or fair is the opposite of excessive attitude and extreme limits. Life will perish and be destroyed if balance escapes the rules of nature and the environment. Manusia if he resists his nature in peace, betraying the mandate of *istikhlaf* (leadership) will give birth to various chaos and inequality. Therefore, humans must use this nature in a measured and moderate way that life can run properly and sustainably. In His book Allah says, "*It is Allah who lowers the book with (brings) the truth and (lowers) the balance*", (Shura: 17).

5. Compliance and Submission

Among other important principles is the realization that all beings in this realm are all submissive and obedient to God as the Creator. This obedience has the consequence that all beings walk

according to the command of His Creator. God said to heaven and earth, "*Both of you come according to My command by glad or forced*", *both of whom replied: "We come with pleasure"*, (Fussilat: 11). In fact, all of them praise the greatness of God, "*The seven heavens, the earth and all that is in it are devoted to God. And there is nothing but praise with Praise, but you do not understand their tasbih*" (Al-Isra': 44). The obedience shown by the macro realm has passed on balance and order to the universe. It remains how men balance that order on earth with their obedience in the course of all the commandments of Allah Swt.

Conclusion

This realm was essentially created and subdued for man as mentioned in many verses of the Qur'an (Al-Taftazani, 1970:107-108) among which the word of Allah, "*And He has subdued for you what is in heaven and what is on the earth all, (as mercy) from Him*", (Jatsiyah: 13). So, it is also affirmed in another verse, "*And indeed We have honored the sons of Adam, We transported them on land and in the sea, We gave them sustenance from the good and We overmand them with a perfect advantage over most of the creatures We have created*", (Al-Isra': 70). But this privilege and glory will turn into humiliation and disaster if humans position nature as a tool or object where they vent their passions. So the point depends on how man perceives and treats nature, that's how he will get treated from nature.

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❖ ***HYBRID LEARNING OF TEACHING ENGLISH TO
YOUNG LEARNERS (TEYL):
A CASE STUDY***

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ABSTRACT: Pandemic is a huge problem for many sectors, especially in education. However, many educators have improved various learning methods or learning models to provide the best learning situation for the students in this disruptive era. This study aimed to know the implementation of hybrid learning, the challenges and opportunities, and feedback. This study was held at one of the Islamic primary schools in Poncokusumo Malang. This qualitative descriptive study used observation, in-depth interviews, and documentation to collect primary data from five grade students. The result shows that hybrid learning is suitable for the young learners in this school even there are challenges for the student. Most student prefers offline learning because they more understand the subject, can meet with their friend to share ideas, and so on.

Keywords: Hybrid Learning, Blended Learning, TEYL

Introduction

“Don’t disrupt what has already been disrupted”. This motivation is the main reason why all educators must have extra struggles to teach and deliver the subject perfectly. As we know that cause of pandemics all the educational sectors must be forced to be more creative and innovative specifically to provide the best learning situation in this disruptive era. (Octaberlina et al., 2020) states that when a pandemic has occurred in Indonesia. There are so many differences in every aspect that is faced by all the people such as in education, tourism, economy, and so on.

All the citizens from urban to remote areas must move to the virtual or digital era and left the traditional way or direct English teaching (DET) way to do something to prevent the spreading of the

virus. For example in education, the students aren't allowed to go to school. All of the educational activities are learned at home. This changes all the daily activities at school. The teacher must provide online learning or online classes followed by all the students.

Meanwhile, in this new normal era (Dziuban et al., 2018) states in their paper that now we have a new traditional model to teach the student called blended learning. Nowadays, blended learning or hybrid learning seems familiar to us cause of what happened today. Then, both blended learning and hybrid learning seem similar. Even so, It seems necessary to provide a clear definition of the term blended learning and hybrid learning. (Prihadi et al., 2021) states that blended learning can be defined as a method or the environment program created by the school offered for the students. In addition, (Pardede, 2012) argues one of the most popular methods nowadays is called blended learning.

This method is also called face-to-face instruction with asynchronous and/or synchronous computer technologies. Moreover, (Yang, 2019) argues that hybrid teaching methods combine face-to-face and online teaching to form a cohesive experience among learners and teachers in college English learning

Further, (Jeffrey et al., 2014) state that blended learning contexts that integrate physical and virtual components are seen as critical strategies for higher education institutions. (Raes et al., 2020) specific new learning space is the synchronous hybrid or blended learning environment in which both on-site and remote students can simultaneously attend learning activities. (Tomlinson et al., 2013) states blended learning is subjects that utilize some significant online activities in otherwise face-to-face learning, but less than 45 percent. Then hybrid subjects in which online activities replace 45–80 percent of face-to-face class meetings. From those arguments above the researcher states that hybrid learning and blended learning are similar. The definition of them is a new way to teach especially teaching English that combines direct English teaching and online English class.

For English class, this method is also utilized by the teacher. So, many educators learn again how to operate any gadget, technology, or learning application tools besides the offline classroom. (Zainuddin & Keumala, 2018) say that technology plays a very important role because it can facilitate communication between fellow learners, as well as

between learners and teachers outside the classroom. Meanwhile, this kind of method has challenges and opportunities for the student and the teacher. (Cahyani et al., 2021) listed that challenges are in terms of accessible learning, development of critical thinking, comprehension and topic mastery, enjoyable class, connection issue, and network issue. (Nashir & Laili, 2021) also states the challenges this learning model is various efforts must be realized related to the preparation for reopening educational activities

Moreover, (Rorimpandey & Midun, n.d.) states that hybrid learning proposes an innovative learning strategy using multimedia. This strategy is very flexible, in terms of both time, place, delivery of material, and student participation. (Nur et al., n.d.) argues that learning vocabulary by using a hybrid learning model is one of the potential ways to enhance students' vocabulary because it could be the factor that increases students' memory in memorizing new vocabulary. From that argument above that's why the researcher feels curious to know the implementation of hybrid learning, the challenges and opportunities, and feedback.

Content

A qualitative study describes the real case that happens in the field, as a qualitative study, which meant that in this study, all the data are collected in the form of an explanation, not numbers, and described in the narrative text (Octaberlina & Anggarini, 2020). In this case, the research was held at MI Miftahul Huda Ngadireso. Meanwhile, the researcher will explain the data from five grade students. Here is the result :

<p>1. Do you prefer online, hybrid, or offline English learning? Why?</p>	<p>1. Offline because it is easier for me, Miss. Online learning was so complicated, I must do the task in hurry. 2. Hybrid because I can study at home which is very comfortable for me and sometimes I go to school to</p>
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	<p>improve my knowledge and ask what the specific subject that I can't</p> <ol style="list-style-type: none"> 3. Online learning, I'm a gadget addict Miss and I can handle it. But hybrid learning is okay for me 4. Offline because I can meet my friend and I am so happy at school 5. Hybrid due to the pandemic that happened especially in our village
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Based on the interviews above, we know that most students can handle hybrid learning even they prefer offline learning. In addition, in this case, hybrid learning was a better choice due to the location of the school, student and teacher resources, and so on. Again, this pandemic forced the teacher to provide the best situation for learning.

<ol style="list-style-type: none"> 2. What are the challenges when implementing hybrid learning? 	<ol style="list-style-type: none"> 1. I feel lazy cause of our limited time to meet. two days at school and two days at home. I do enjoy a class at all. 2. I think Miss Ida must prepare two different learning classes. I do admire her because she is on fire in every class. For me, I'm okay. I can follow the step of the learning session. 3. Some of my friends disturb me because they can edit or create a video that asked by Miss Ida 4. It is so complicated. Sometimes I forgot to collect online or
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	<p>offline tasks except for google form</p> <p>5. There is no. I can join the class well</p>
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Based on the table, there is a challenge for the student when implementing this method. This one is related to (Cahyani et al., 2021) that challenges in hybrid learning are in terms of accessible learning, development of critical thinking, comprehension and topic mastery, enjoyable class, and connection issues.

Meanwhile,(Zulfa & Hastuti, n.d.) state four advantages of hybrid learning are, among others are improved learning effectiveness, extending the reach, optimizing the development cost and time, and optimizing business results. Here are the arguments of the students related to the opportunities and feedback when implementing hybrid learning.

<p>3. What are the opportunities or the good things and your feedback on the implementation of hybrid learning?</p>	<ol style="list-style-type: none"> 1. I think it's suitable for us due to the new condition but I do prefer offline learning. It is because I can meet you directly and practice English. 2. Everything is good. Today we have offline English class, practice more sentences and understand well 3. When hybrid learning, I can create so many wonderful videos and join the class both offline and virtual. I love learning English when we have an active class. 4. It is easier for me when learning vocabulary by hybrid learning because when I go
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	<p>home, I can review it by myself.</p> <p>5. I can operate a mobile phone, but when offline learning my mom doesn't allow me.</p>
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Based on the text above, we can conclude in this school is suitable to implement hybrid learning even some of the students do like offline learning. As information this school is located in a rural area, that's why the student prefers to meet each other. The researcher also states that there are challenges, opportunities, and feedback from the student. Furthermore, the researcher concludes that this hybrid learning is one of the best solution to provide the best learning situation in this disruptive era. "Don't disrupt what has already been disrupted"

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❖ ICT INTEGRATION INTO ENGLISH LEARNING

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Introduction

In the meantime, ICT (Information and Communication Technology) is employed in virtually every aspect of life, including education. Computer technology is critical in education, to the point where the government has included ICT as one of the country's educational curricula. ICT use in education has recently begun to demonstrate substantial potential and improvement in language learning. This has become a significant issue in education and has been implemented at all levels of education, from preschool to university, due to its ability to aid students and teachers in the teaching and learning process. ICTs have been described as potentially powerful enablers of educational change and reform. Computers play a critical role in the learning process, particularly in language development. This is consistent with the thought (Cahyani & Cahyono, 2012) that technology is frequently associated with the usage of information and communication technologies in today's language training (ICT). Additionally, (Cahyani & Cahyono, 2012) stated that while ICT enhances the excitement of language education, it requires instructor preparedness. For example, internet usage is no longer limited to the purpose of accessing, saving, and sharing educational resources.

In this period, technology has advanced not only in terms of quality but also in terms of efficiency. The requirement for technological innovation has resulted in a revolution in communication and the rapid development of technology applications in the teaching and learning process. This technique contributes to the advancement of Indonesian language communication. Additionally, because ICT in education is critical, it is an exciting area of study for both researchers and education practitioners. ICT can be used in various contexts, including learning curricula, discussion materials, and subjects. This, of course, affects the integration of ICT into the teaching and learning

process, as well as the search for teaching materials from reputable or verified sources or sources that can be relied upon to locate reference sources from a variety of international journals. Students can access these sources simply by typing the keywords above the keyboard, and the necessary information data will appear in front of their eyes as quickly as lightning, as long as they can connect to the internet network.

All scientific information can be employed for various objectives depending on our circumstances. Learning materials received through search results or downloads can be downloaded and transferred to a USB or data storage device for access and from any location. Additionally, internet search results can be printed directly for use as educational materials.

Currently, computer-assisted teaching and learning processes have become an inevitable requirement. At the moment, every school is utilizing ICT/ICT to aid teachers in their instruction. Numerous training sessions and seminars are held to familiarise participants with various apps and effective learning mediums.

This article aims to discuss the role of technology or the usage of ICT in supporting institutions, professors/lecturers (teachers), and students/students in utilizing ICT as a tool to aid them in reaching educational goals. Additionally, it is intended to familiarise teachers and students with the impact of technology on language learning.

Discussion

Application of Ict/Information Technology To The Teaching-Learning Process

In recent decades, technology has surpassed all other concerns, and many people see technology as a product of science. Because technology enables humans to address a variety of problems, particularly complicated ones, the objective of this article is to outline ICT/ICT, its benefits, and the critical role of ICT/ICT in teaching and learning. English language acquisition, because the usage of ICT/ICT can make something that was before deemed complicated simple to achieve, assisting people in resolving their difficulties.

In communication, English is the world's lingua franca, widely used by the global community. As a result, English has become a need for most individuals in the world today. On the other hand, technological advancements have significantly contributed to education, mainly English language instruction.

Many individuals believe that learning English is tricky. A teacher or lecturer (teacher) must design an interactive teaching and learning process that engages pupils in the subject matter. Education appears to have made significant progress in terms of development, and ICT is one of the mediums that can be used to disseminate various types of knowledge to a large number of people.

This may be observed in the printing technology, which allows for media to promote the transmission of knowledge, including sound recordings formerly created on cassettes, various types of videos, television shows, and CDs.

The advancement of ICT rewrites the history of educational technology. Numerous online educational services, both degree and non-degree, provide educational services to consumers who access them over the internet. The online service consists of numerous steps: registration, entrance examinations, payment, learning, assignment and assignment execution, discussions, assessments, and announcements. It is only natural that the use of ICT/ICT to promote learning in educational institutions begins at the most fundamental level and progresses to the most advanced level, in this case, universities. This has become necessary to ensure that utilizing ICT/ICT has a bright future and that it can promote the use of ICT/ICT in support of online learning.

Applications of Ict/Ict Support

1. Electronic Books (E-Books)

Electronic books, or e-books, are books that use computer technology to deliver multimedia information succinctly and dynamically. An e-book can incorporate feelings, sound, graphics, photos, animations, and films to enhance the content delivered. The most basic type of e-book is converting conventional books to an electronic format that can be viewed on a computer. Hundreds of

books can be stored in an electronic device in a flash, USB, OTG, or hard drive, allowing the device to hold a large amount of data. Additionally, there is a multimedia format, which means that e-books can include audio, photos, videos, and other multimedia features.

The description of the topic can also be aided by the appearance of graphics accompanied by specific noises or gestures, allowing viewers to more clearly comprehend what the presenter, whether teachers, lecturers, or others, is attempting to convey.

2. Electronic Education (E-Learning)

Along with the advancement of technology, particularly during the present epidemic, the usage of e-learning is becoming increasingly widespread. Previously, people were unaware of or uninterested in the usage of e-learning; now, they are competing to learn about and study its uses, benefits, traits, and shortcomings. E-learning is a popular type of education in today's digital society. E-learning has been widely adopted in virtually every educational institution, from elementary to secondary and even university. E-learning is frequently employed since it minimizes the risk of spreading and transmitting the coronavirus during this epidemic.

When it comes to e-learning, there are two fundamental perceptions: electronic-based and internet-based. Electronic-based education is education that uses information and communication technologies, most notably electronic media. This includes the internet and all electronic equipment such as televisions, video cameras, films, cassettes, slides, OHP, LCD, projectors, and computers. In contrast, internet-based education is education that extensively uses internet resources (online media) as the primary instrument. Internet-based e-learning is thought to need devices that can connect to the internet so that learners are not constrained by distance, place, or time while accessing learning resources. These activities can be completed anywhere and at any time by learners.

There are numerous benefits and drawbacks of e-learning that must be considered. When we examine e-learning, there are several drawbacks, including the fact that it requires internet quotas, gadgets, or

other devices to access, as well as technical obstacles, specifically unstable signals that impair the quality of learning, which is one of the primary roadblocks Indonesia has encountered in developing e-learning. The internet network has not yet reached all of Indonesia's regions. Additionally, not every level of society has gadgets connected to the internet.

As a result of these constraints, the lower class has not fully embraced the e-learning learning technique, even though worldwide advancements continue to accelerate and Indonesia must adapt to keep up with the times. One of the benefits of e-learning is that it enables the provision of distance education that is accessible to everybody.

Educational Benefits Of Electronic Learning (E-Learning)

After defining e-learning, now will discuss its benefits for the field of education, which include the following:

1. Establishing an Efficient Educational System

Effectiveness and efficiency become a factor when implementing e-learning, as this is one of the primary benefits of using e-learning systems. Students or college students who use e-learning no longer need to attend school, which may incur transportation expenditures to and from home because they may access the online learning system (online). This can improve the cost-effectiveness of education, allowing it to reach all levels of society in Indonesia without facing financial constraints.

2. More adaptable educational system

By utilizing e-learning methods, it is feasible to construct a more flexible learning system, as they do not have time constraints and can be completed at any time and from any location. The flexibility of study time allows students or students to study without being constrained by a seemingly regular schedule.

3. More Capable of Learning Anything

The existence of e-learning enables members of all strata of society to access any relevant material effortlessly. They can quickly obtain numerous types of information and resources they require due

to the convenience of modern technology and information. Additionally, students can repeat content at any moment if they do not grasp it, and they can study anything they want more quickly, expanding and improving their horizons.

4. Keeping Current Issue

Learning using an e-learning system is now required to keep up with the times. If we cannot participate in e-learning, we must accept being obsolete and conventional. Unquestionably, ICT usage may assist everyone in moving toward a more modern state. This affects students' ability to study more freely and with a greater degree of inventiveness. Now, the community is beginning to shift its habits or patterns. Numerous occupations that were previously performed traditionally have been replaced with a more modern system that is more in tune with the times through the use of learning technology, in this instance, e-learning. Many graduates and recent grads can work remotely (online) or as freelancers. If a person does not keep up with the times through technological sophistication, he will naturally be unable to progress as quickly as other individuals.

Given that online education (online learning) has become a more popular trend in contemporary society, several training and tutoring institutes currently utilize online learning technologies (online). Then, various types of e-learning-based companies became more prevalent, and many arose as a means of adapting to a new lifestyle in the digital era. If people are familiar with utilizing an e-learning system, the government appears to be able to increase the use of technology-based education in Indonesia. This is regarded as necessary so that government support for internet access that benefits all levels of society can be achieved by giving everyone an awareness of e-learning.

Integration of Ict Into English Learning

As previously said, ICT can also be integrated into the learning process, including English learning. Utilizing a website as a medium for disseminating training materials or resources is an excellent alternative. Internet-based or web-based learning is a highly successful method of teaching and learning. Students should be able to access learning

resources supplied by presenters, facilitators, teachers, and lecturers when they use the LMS (Learning Management System).

A Learning Management System (LMS) is a software application that enables the management, documentation, tracking, reporting, automation, and delivery of educational courses, training, and learning development programs. Currently, LMS-based internet technology is frequently employed since it enables remote access via available internet access (Santiana; Santiana et al., 2021a; Santiana Santiana, 2021b).

Along with the features mentioned above, the LMS includes additional features such as student or student management, learning material management, learning management, learning evaluation management, communication management between students and facilitators, teachers, or lecturers, and an assessment system.

ICT integration in this situation, the LMS can promote English learning by integrating numerous applications that support various aspects of language proficiency, including listening, reading, writing, and speaking abilities. By using various types of learning support tools, mastery of English will be made more accessible. For instance, when it comes to enhancing mastery of listening (listening) and reading (reading), the learning process can be connected with using the Duolingo application. While learning to write (writing) can be accomplished through the integration of ICT LMSs and the use of Padlet; for example, developing speaking skills can be accomplished through the use of podcasts or Elsa programs incorporated into the LMS.

Conclusion

ICT/ICT is a type of technology advancement that must be optimized, particularly in the implementation of language acquisition. ICT/ICT enables students to develop necessary talents in an era of global competition through innovative ICT-based education. Additionally, it may present several opportunities for students to grow and enhance their talents on a national and worldwide level. On the other hand, the mental attitude and independence in obtaining vital information enable the learner to become more self-sufficient and less

reliant on others. This, of course, can help kids develop their qualities and become more self-sufficient.

Additionally, self-control is necessary for any human being as they mature, similarly in education. Innovative learning, particularly in the English language, can be accomplished by harnessing the internet to create ICT-based learning tools and integrating multiple applications to assist students in mastering listening, reading, writing, and speaking skills.

Thus, it can be argued that integrating ICT into learning English can aid in the acquisition of language skills. Additionally, there are other benefits of e-learning (the use of ICT) that we may use not only for online education but also for widespread use.

By familiarising themselves with the various types of applications that can be integrated with applications that support English learning, educators and education staff can be educated directly or indirectly about the challenges associated with implementing information technology (ICT) in education, including the use of e-learning and the potential for integrating other applications by using Learning Management System (LMS).

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❖ HYBRID LEARNING FOR QUALITY EDUCATION: Fake or Fact?

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Introduction

It is well known that the Covid-19 pandemic found at the end of 2019 and on March 2020 (Liu, et.al. 2020: 329) stated as Pandemic by WHO, has paralyzed various sectors of life. We are required to stay in our respective homes for our own safety and security and then struggle to adjust to the emergency and far from normal. In the education sector, all educational institutions must be closed and learning temporarily suspended. Then learning is continued in the form of emergency online learning.

The online learning carried out is a learning activity via the internet but in an emergency. This means that almost all parties are not ready for online learning but are forced to implement it. This unpreparedness comes from various things, both in terms of mentality and infrastructure. As a result, online learning activities cause many problems in all walks of life and are far from optimal (Hermanto & Srimulyani, 2021: 47-48). Learning becomes ineffective and inefficient and has no quality. The parents complained about the condition where they had to accompany their children to study while they were not very good at online-based learning. Teachers complained about the conditions in which they were forced to teach online and how difficult it was for them to monitor the seriousness of their students in participating in learning. The students complained about the conditions where they were so stressed with online learning activities and assignments. On the other hand, the problem of an unstable internet network, inadequate online learning tools and the funds that must be spent to support the smooth running of online learning activities. As well as the problem of moral decadence and morality which is increasingly worrying (Muna et.al. 2021: 67).

Almost 3 years, the COVID-19 pandemic occurred. The situation begins to gradually recover and we begin to get used to unusual conditions. We begin to be able to adapt to abnormal conditions and make it a normal condition. Schools and educational institutions have reopened and learning is carried out by following various rules that are still changing. Limited face-to-face learning and online learning, known as hybrid learning, are implemented as an effort to continue education and to educate the nation's generation by leaving the question: can quality education be achieved through hybrid learning?

Hybrid Learning

Hybrid learning is learning that combines various approaches in learning, namely face-to-face learning with online learning. This learning is a new form of effort in the midst of a pandemic, because apart from being able to make students return to school as usual, hybrid learning can also make students not feel bored, because with this kind of learning concept students will alternate between face-to-face schools and online schools.

In the Hybrid learning method, there are several things that must be considered, especially for schools as organizers of the teaching and learning process, such as the capacity of schools or students who enter only 50% of class capacity/school capacity, reduced school learning time and also no rest time. For students, so when students get a schedule for limited face-to-face school with this learning method, students enter school and when the subject is finished, students are encouraged to go straight home.

In addition to Hybrid Learning, there is another term, namely Blended Learning, Hybrid learning is a combined learning, while blended learning is an integrated system and is one part of the creation of hybrid learning. So it can be concluded that the difference between Hybrid Learning and Blended Learning is an element in the social interaction of the learning method itself. In hybrid learning, students who take face-to-face classes and online classes are different individuals. Live and distance learning are conducted simultaneously and brought together through technology such as video conferencing. Meanwhile, for blended learning, the same individual learns in person or online. Teachers combine face-to-face classes with *online learning*. For

example, the delivery of material is carried out in class, then the work on assignments and discussions are carried out online.

As in the implementation of Hybrid Learning, part of class grouping from online and offline classes carried out by teachers or schools, offline and online class management systems, assignments using the Google form application or interaction with students taking Hybrid learning is Blended Learning.

There are several reasons why Hybrid Learning is a must or must be implemented, one of the reasons is because face-to-face schools are important, especially for the success of the students themselves, while for teachers and schools, face-to-face schools are also a hope because of teacher saturation in online learning.

Quality Education

The definition of quality has various connotations depending on the person who uses it. Quality comes from the Latin "Qualis" which means what kind of (depending on what word follows it). According to Deming, quality is conformity to needs. Quality according to Juran is compatibility with needs. (Usman, 2006: 407).

A quote from Sallis (2003) suggests that quality is an absolute and relative concept. Absolute quality is quality that has high ideals and must be met, of high standards, with high prestigious product characteristics. Relative quality is not an end, but as a tool that has been determined or a service is assessed, namely whether it has met the standards that have been set (Usman, 2006: 408).

From a legal point of view, the definition of education is based on the Indonesian Law Number 20 of 2003 concerning the National Education System, articles 1 (1 and 4), namely "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state." "Students are community members who try to develop their potential through the learning process available on the path, level, and type of education" (Husaini Usman, 2006:7). According to Sunario, as quoted by Usman (2006:7) the potential of the human brain used for thinking is only 4%.

So there are still 96% of the human brain that has not been used to think.

Quality in education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared qualified if they are ready to process. A quality education process is able to create a PAKEM (Active, Creative, and Fun Learning) atmosphere. The output is declared qualified if the academic and non-academic learning outcomes of students are high. Outcomes are declared qualified if the graduates are quickly absorbed in the world of work, the salary is reasonable, all parties recognize the greatness of the graduates and are satisfied (Usman, 2006: 410). Quality in the context of integrated quality management or Total Quality Management (TQM) is not just an idea, but a philosophy and methodology in helping institutions to manage change in a total and systematic way, through changes in values, vision, mission, and goals. Because in the world of education the quality of graduates of a school is assessed based on the suitability of their abilities with the goals set in the curriculum.

Meanwhile, according to Hari Sudradjad (2005: 17) quality education is education that is able to produce graduates who have the ability or competence, both academic competence and vocational competence, which are based on personal and social competencies, as well as noble moral values, all of which are skills. Life skills, Sudradjad further stated that quality education is education that is able to produce complete human beings (complete human beings) or humans with integrated personalities, namely those who are able to integrate faith, knowledge, and charity.

Ideal hybrid learning for sustainable quality education

According to Snart (2010:58), hybrid learning is a method that combines online and face-to-face learning into a unified experience. So, teaching is done by dividing students to study at school and online at home. Hybrid learning considered effective to improve achievement, student engagement, and their positive view of learning. In addition, this method is also efficient for learning during the pandemic, given the limited number of students allowed to come to school.

In practice, hybrid learning utilize various tools such as learning management systems and video conferencing that integrate face-to-face activities with distance learning simultaneously. For example, doing video streaming in face-to-face classes so that distance students can also follow the lessons in person.

Ideally, hybrid learning is the learning that enable to (a) encourage students' engagement toward the learning by incorporating technology (b) give students more agency over their learning and enable them to engage with course material in the ways they learn best (c) provide flexibility for the teachers in having access to more pedagogical tools to engage and challenge more students.(d) help students to interact with their peers outside of class hours to support and teach each other in ways that all students can participate in.

Four Aspects in Hybrid Learning

To achieve learning targets, hybrid learning must combine several methods, technologies, and learning theories. According to Driscoll in Shang et al (2008), there are four main aspects in hybrid learning, namely: (1) Incorporate web-based technologies such as virtual classrooms, self-directed instruction, collaborative activities, streaming video, audio, and text to achieve learning objectives. (2) Using various pedagogical approaches, such as constructivism theory, behaviorism, and cognitivism to produce optimal learning. (3) Utilizing all forms of instructional technology such as videos or applications with face-to-face activities carried out by the teacher. (4) Combining technology with assignments to create a harmonious learning effect.

Advantages and Disadvantages of Hybrid Learning

During the pandemic, most schools adapted quickly to hybrid learning. Not without reason, this method provides many benefits for us, students, and also parents.

The advantages of hybrid learning among others:

- Increase flexibility which is not only seen from how time is used but also how the material is delivered, student involvement with the material, and interaction between students or with teachers.

- Provide meaningful alternative learning for students to participate actively.
- The use of video conferencing features such as quizzes, polls, and interactive games increases student interest in learning.
- Because the learning process is carried out simultaneously, all activities lead to equal learning outcomes.
- Support the development of digital skills of teachers, students and parents.

Despite its advantages, hybrid learning also has some drawbacks to consider, namely:

- Effective teacher professional development in building digital skills, pedagogical effectiveness, and the ability to identify appropriate learning.
- Technological developments that have not been evenly distributed throughout Indonesia have made it difficult for some regions to access the internet.
- Knowledge of technology is still low, especially in areas where facilities and infrastructure are still difficult.

Examples of Application of Hybrid Learning

The hardest part of implementing hybrid learning is to find how to integrate two different experiences, face-to-face and online learning, so that both can work optimally. We must focus on instructional design by re-examining its objectives and determining ways to achieve them. After that, determine how the assessment is carried out to see the success of student learning. For example, a summative assessment in the form of a project or a smaller assessment in the form of homework or discussions.

If you already have a basis for implementing hybrid learning (objectives and assessments), we can start drafting the concept of learning materials that must be studied later. Then, make an activity plan based on the student's condition. When delivering material, we can provide opportunities for students to ask questions. Answering questions from students who raise their hands in class and students who write them in the comments column of video conferences are also

examples of hybrid learning activities. Of course, the activities of students studying in class will be slightly different from those of students at home. For example, after delivering material with a lecture, ask students in class to work in groups, while those at home do individual assignments.

When finished, discuss the task together. To be more varied, we can ask students to take turns explaining the results of their assignments in front of the class. This also applies to students studying from home. Their assignments can be delivered via video conferencing. In carrying out hybrid learning, we can also take advantage of LMS (Learning Management System) such as Google Classroom, Ruang Guru, Coursera and others. Through various features such as virtual classes, material videos, practice questions, and assessments, teaching and learning activities are made easier and more fun.

Conclusion

Hybrid learning is a solution for learning, especially during the covid-19 pandemic. Although there are many advantages and disadvantages, it has become a learning alternative today. Ideally, hybrid learning can be implemented properly, effectively and efficiently so as to get maximum learning outcomes. However, in reality there are many things that need to be addressed and completed; inadequate infrastructure, unstable and unstable internet network and financial problems are common problems, especially the problem of moral decadence. However, with the spirit of achieving quality education, hybrid learning carried out with full preparation and sincerity will be an ideal alternative to continue learning activities during a pandemic.

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❖ THE IMPACT OF ONLINE LEARNING FOR STUDENTSSHARIA ACCOUNTING DEPARTMENT of IAIN LHOKSEUMAWE DURING COVID 19

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Introduction

The emergence of the COVID-19 virus has attacked almost all countries in the world, changing the order of people's lives in general. Both in terms of health, economy and education. The spread of the COVID-19 virus is very fast and massive when people gather together so that the victims due to the virus that spreads continue to increase rapidly. Therefore, the government has taken steps to implement Large-Scale Social Restrictions (PSBB) to prevent the Covid-19 corona virus so that it can reduce the number of victims who fall due to the virus. The purpose of the Large-Scale Social Restrictions (PSBB) is to reduce people gathering, including in the teaching and learning process. Therefore, in accordance with the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Covid-19 Emergency Period, it is recommended to carry out the learning process from home or use e-learning.

The Ministry of Education has started to make adjustments in terms of the teaching and learning process. The learning style that has been used both at school and at the university level inevitably follows a new system designed to follow health protocols in order to break the chain of spread of the COVID-19 virus.

The Ministry of Education and Culture is making efforts to handle it so that the learning process continues, which is usually in class as the main method in lectures during the pandemic, being replaced with online classes. All activities are carried out not face to face. This of course has a significant impact on the learning process, both for teachers and students.

IAIN Lhokseumawe is one of the higher education institutions that is trying to suppress the spread of this virus in its campus environment. Sterilizing campuses and forming a team to combat the

spread of COVID-19 are some of the policies issued by the university to protect the entire academic community from contracting this virus. With the implementation of the sterilization of the campus environment, all face-to-face teaching and learning activities are abolished, replaced by distance lectures with the hope that all lecturers, staff and students stay at home to maintain their health and family members but remain productive. Including students of the Islamic Accounting study program at IAIN Lhokseumawe. As long as the PSBB is enforced, the learning system used is an online class system with application facilities provided by the campus, namely edlink.

In addition, some teachers use applications such as Whatsapp, Zoom, Google Classroom, Google Meet, Kahoot and various other internet-based virtual accounts, of course requiring internet data quotas for teachers and students. This online learning concept allows the knowledge development process not only to occur in the classroom, but with the help of computer equipment and networks, students can carry out the teaching and learning process actively anywhere and anytime, even though they are not in the same room with the lecturer. The positive thing is teaching without limitations of place and time, and helping to ease the burden on lecturers in the teaching and learning process.

The subject matter for the S1 Islamic Accounting course uses a lot of formulas and data calculation analysis. With online learning and methods, there are many complaints from students because they feel they understand better if learning related to formulas and calculation analysis is carried out directly in class. In addition to the challenges in teaching online, namely the unstable network in all places and consuming internet quota and psychologically boring because of limited space for movement. However, on the other hand, students of the Islamic accounting study program are much more independent and freer in accessing material that they can get on their own outside of the learning materials provided by the lecturer.

Discussion

a. E-Learning

According to (Daryanto, 2013:31) the characteristics of online learning (E-Learning) create learning between students and educators

who do not have to meet face-to-face. However, the meeting can be represented by the presence of the internet media used. Online learning will form students' habits for independent study, communication skills, reasoning skills, and socializing. The action taken is to hunt for various kinds of reference learning resources that can be downloaded and studied independently by students so that independent learning will be created by itself (Agung & Prasetyo, 2015). In addition, the results of the teaching and learning process can be stored in the form of a database that can be used to repeat again as a reference for the teaching and learning process so that it can produce a better presentation of learning material.

IAIN Lhokseumawe has an online SIAKAD system. With the SIAKAD application, it is easier for lecturers to send materials, make quizzes, do presentations and can do video conferences without a time limit. The application is very helpful in the teaching and learning process, including the feature to send exam questions with an adjustable time. However, the challenge is that the network is unstable in their respective homes and adds to the cost of internet package quotas. Not all students come from sufficient economics. Therefore, as a teacher, they are also required to be able to bridge these problems so that every student still has the right to gain knowledge.

E-learning replaces the real presence of lecturers in class. This covid-19 pandemic teaches us a lot about life around us. One of the important points in the 4.0 education revolution is about the use of technology to support future educational progress. With the current pandemic situation, education is very dependent on the sophistication of the communication technology, but are we able to replace the lecturers or teachers in front of the class with the technological facilities that we have? Of course not entirely true. There is still a need for face to face, and a psychological approach to students for the effectiveness of the teaching and learning process because as educators not only make students academically smart but also psychologically and religiously.

b. Impact of e learning

Online learning implemented at IAIN Lhokseumawe has become a challenge for the students themselves, we already know that

online learning is carried out suddenly and without having thought about the teaching and learning process has changed from face-to-face to indirect, Of course these changes cause various impacts in it, students who are not fully ready to carry out the learning automatically are not easy to adapt to the previous learning system.

Meanwhile, like the theory of social change, to deal with social changes that occur in the education system, lecturers and students have different attitudes in dealing with these changes, some are accepting and happy in carrying out online learning, some are rejecting or not fully accepting the those changes. Some lecturers and students consider that the change is a challenge that is ready or not ready to be carried out because it has become an obligation and a rule that must be implemented. The attitude of accepting and rejecting a change can be seen in the personality of each person. According to Himes and Moore (in Soelaiman, 1998), social change has three dimensions, namely structural, cultural and interactional dimensions. First, the structural dimension refers to changes in the structural form of society. Second, the cultural dimension refers to changes in culture in society. Third, the interactional dimension refers to changes in social relations in society.

E-Learning is a learning method that is perceived to be based on student centered, namely a learning method that focuses on the activeness and independence of students in understanding the material being taught. This student-centered-based e-Learning will make students build their own knowledge so that they can easily understand the material presented with their own understanding. The implementation of E-Learning will also have an impact on the learning process between teachers and students. The following are the impacts that can be caused by the implementation of E-Learning:

For lecturers, it will hone IT skills, making it easier for lecturers to provide more practical and paperless material. Material can be updated at any time. In addition, making lecturers allows teachers to control their students through assignments given via the internet. Besides that, lecturers are led to be creative so that learning is not monotonous.

For example, making a short video. Make video content as interesting as possible so that learning is more fun. Then with e-learning, you can invite other teachers without having to be present in

the room. So it can save time and costs. For students, e-learning can make students save time in obtaining the material being taught. Students do not have to bother looking for materials to fulfill their assignments. In addition, E-Learning can also help students when they are not present in class, because the material being taught can be accessed wherever and whenever they are, without having to be fixated on the material being taught in class. And students are stimulated to issue creative ideas based on IT. Of course, during covid many tasks involve IT such as making videos, blogs, etc.

The application of online learning can also have a negative impact on student attitudes or behavior. One of the negative impacts of online learning is that it can affect a person's attitude, such as a lack of respect and respect for lecturers, for example when online learning students can learn while doing other activities such as lying down, eat, open other apps and so on. of course this does not reflect good morals as a person who studies, so that it has an impact on character formation especially when the video is turned off, this is due to a lack of self-awareness to glorify someone who has given knowledge to their students, there is no direct supervision between students and lecturers so as to give students the freedom to not be honest.

Besides that, students are less serious in participating in learning, and the most dominant complaint by students is related to the negative impact, namely students find it difficult to grasp the material being taught, this is a social change in terms of the interactional dimension, the absence of direct interaction between students and lecturers causes students to it is difficult to understand the subject matter, this is also because there is no direct contact between students and lecturers so that the delivery process does not go well. as well as other negative impacts that can also affect eye health. This is a rapid change in people's lives such as the existence of this technology can have an impact on its users, for example students who always use cellphones or laptops continuously can cause health problems, especially in eye health, this is due to the radiation emitted by the laptop or cellphone. can interfere with vision.

c. Solution

The application of online learning in various campuses, especially at IAIN Lhokseumawe, has caused various problems, the application has had both positive and negative impacts. No matter how good and maximum human efforts in providing policies are, they cannot be separated from the consequences or consequences arising from these policies. various problems if the implementation system cannot run properly. The solutions to the problem are:

- 1) Ensuring easy access to the network to be able to support the continuity of online learning the government and the campus have provided a policy, namely by providing quota subsidies for lecturers and students, this assistance is quite helpful and reduces the economic burden of students.
- 2) Students are expected to be more active and take the initiative to find material or communicate with lecturers for material that has not been understood.
- 3) Lecturers are expected in online learning not only to contain lectures but also to provide videos or quiz games to be more varied.
- 4) Lecturers give reward e-certificates for the best students. Even though it is done online, but to motivate them by giving a reward in the form of an e-certificate or being freed from taking the exam.

d. Conclusion

E-learning is needed for learning methods. However, we need support from the government and institutions in our use of e-learning by providing network facilities to remote areas and institutions providing quota assistance for lecturers and students. Furthermore, both lecturers and students are wise in using technology.

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❖ ***SOME APPLICATION USED AS SOLUTION TO
OVERCOME THE STUDENTS' PROMBLEMS
IN HYBRID LEARNING
(The Investigation Based on Students' Perspective)***

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The Change of Learning Method

The Implementation of education before Covid-19 is by face-to-face learning, students can follow the learning effectively without any significant obstacles. Later, due to the pandemic era, online learning is applied. It is a method of education whereby students learn in a fully virtual environment. This method was firstly introduced in the 1990s with the creation of the internet and utilized in distance learning, online learning (also called e-learning) is most prevalent in higher education, enabling students from different geographical areas to engage with an academic institution and other students online and learn flexibly, at their own pace, while working towards a degree or certificate. Next, hybrid learning is applied where some students attend class in-person, while some others join the class virtually from home. Educators teach remote and in-person students at the same time using tools like video conferencing hardware and software. This model/ method of teaching is used based on some reason as mentioned by Gregory & Chapman (2007):

“Students differ from one another in size, shape, and social development. Student also learn differently. Teachers can no longer teach "The Lesson" and hope that everyone gets it. Teachers must consider each child based on his or her needs, readiness, preferences, and interest. Teachers should strive to differentiate the content, the assessment tools, the performance tasks, and instructional strategies. Differentiation is a philosophy that enables teachers to plan strategically in order to meet the needs of the diverse learners in today's classrooms

Hybrid Learning Method

The development of technology has a significant impact on the process of information exchange, including in the field of education (Hediansah & Surjono, 2019). The development is needed to adjust the change of learning situation during pandemic era. Hybrid learning is one of technology used as solution in learning that combines various types of face-to-face and online learning. Hybrid learning is formal blended learning that allows students to learn through content and instruction delivered online with control, time, and place. Students will then be arranged or set a schedule to enter class and vice versa, namely learning from home online but mixed with offline learning at the same time. Then the students exchange, so that all have the same opportunity to take part in PJJ (distance learning) and PTM (face-to-face learning).

However, hybrid learning application is still in a transition period from offline to online nowadays, especially in some universities, moreover ones which placed in remote area. It is urgently needed the alternative method in the future to make online learning methods as effective as possible. Because at this time some students have experienced the hybrid era and there are several negative and positive sides even other students including the university of IAIN Lhokseumawe, which is located in small town in Aceh.

Positives and Negatives Impact of Hybrid Learning

The uniqueness of blended learning is due to the integration of traditional and high-tech e-learning, which allows you to get the best result due to the synergy of the strengths of each method (Ndioho, Etokeren, & Kingdom-Aaron, 2021). This made some problems occurred during the learning process and at the same time also useful for students. Some of positive impacts are: educators and students are able to use learning applications better, the implementation of learning becomes more flexible because it can be carried out at home and can be carried out anywhere. Unfortunately, this learning of course also has a negative impact on those who run it. Such as the occurrence of misunderstandings because communication is done without face to face, the internet network is often not smooth, especially in remote areas that are difficult to reach and require better technology.

Some of the problems felt by special students at IAIN Lhokseumawe

- Some students at IAIN Lhokseumawe are still accustomed to online learning/traditional learning systems (face to face)
- Most IAIN students do not feel effective when doing bold learning because of disturbances such as unstable networks or areas that are not covered by the network
- Some problems also come from students who have middle to lower economics because they don't have learning facilities such as laptops

Opinions and Facts of Some Students About the Online Learning Process

- **Annisa maghfira:** it's harder for teacher to make sure that the students pay attention to them or not and it's harder for students to focus on the lesson since there's lots of distraction.
- **T.M Haikal:** in my opinion online learning is less effective because when online learning was going only some people can focus on the teacher's explanation and some student can't be focus to teacher because some reason, and because of that many students are still not aware of what material the teacher is giving, so that there is a lack of understanding of the material given by the teacher.
- **Wida Zahara:** sometimes I feel it's not effective. Because if online learning that make me lazy because I feel alone.

The interview result toward several students at IAIN Lhokseumawe about hybrid learning showed that many of them had almost the same opinion, namely "ineffective" due to several obstacles, even the online learning has more negative impact than positive ones.

However, the ineffective opinion about hybrid learning is because the learning process have not applied properly. If the procedures are followed in line with the facilities, there must be some more advantage for students, such as: time and classroom will become more flexible than when studying face-to-face as usual, the students and lecturers will undoubtedly create a new experience in learning

activities, it will reduce excessive laziness, especially when working on and submitting assignments with tight deadlines.

Solutions from students' Perspective:

1. A lecturer at least knows the background of student's condition.
Example: good communication must be established between student lecturers before starting the learning process such as asking students where to live and network conditions in each area so that students are better able to adjust.
2. Don't use zoom meeting too often because the zoom meeting will consume a larger quota, even though the campus provides a quota, it cannot be denied that it is not optimal. maybe a solution that can be done is to send files or materials to students and provide an explanation via voice notes on WhatsApp or it can be in the form of a short, clear and concise video.
3. There is cooperation between lecturers and other students with the aim, if there are no friends who can attend due to some obstacles, they (who are not present) can also find out the material from their friends. Therefore, a very maximal and interesting explanation is needed when the zoom meeting takes place even if only a few times.
4. Some benefit applications are also provided for applying the hybrid learning, they are: Edlink, an android-based application devoted to education to help lecturers/teachers save time, keep classes organized, and improve communication with students; ClassroomScreen, it is an online tool that allows you to display the instructions for your lesson in a clear and visual way; Kahoot!, it is a game-based learning platform, used as educational technology in schools and other educational institutions.
5. The students also need to learn in fun way, so the lecturer can provide several method to make students more active and exited

in learning, such as Game based Learning, Quiz, watching video or picture game

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❖ *THE IMPORTANCE OF IMPLEMENTING GOOD CORPORATE GOVERNANCE*

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Good Corporate Governance is needed to encourage the creation of an efficient, transparent and consistent market with laws and regulations. Therefore, the implementation of Good Corporate Governance needs to be supported by three interconnected pillars, namely the state and its devices as regulators, the business world as market participants, and the community as users of business products and services. The basic principles that must be implemented by each pillar are: 1) The State and its devices create laws and regulations that support a healthy, efficient and transparent business climate, implement laws and regulations consistently 2) The business world as a market participant applies Good Corporate Governance as a basic guideline for business implementation. 3) The community as users of business products and services and parties affected by the existence of the company, show concern and carry out social control (social control) objectively and responsibly (National Committee for Governance Policy (KNKG) 2006).

The implementation of Good Corporate Governance by the company is an option in carrying out economic activities. Because Good Corporate Governance is more of a business ethic than a necessity in its application.

The implementation is more dependent on the needs of the company itself to create good corporate governance. With the implementation of Good Corporate Governance can improve the company's performance and the value of the company itself (Surya and Ivan, 2006). The implementation of effective Corporate Governance can make an important contribution in improving economic conditions, as well as avoiding similar crises and failures in the future.

There are three benefits obtained by implementing good Corporate Governance, namely: (1) Improving the company's

performance through supervision or monitoring of management performance and management accountability to other stakeholders, based on the framework of applicable rules and regulations. (2) Provide a frame of reference that allows supervision to run effectively so as to create a checks and balances mechanism in the company. (3) Reduce agency cost, which is a cost that must be borne by shareholders as a result of delegation of authority to the management (Daniri, 2005).

The implementation of Good Corporate Governance practices is one of the important steps for State-Owned Enterprises (SOEs) to increase and maximize the value of the company. So that it can fulfill obligations properly to shareholders, board of commissioners, business partners, stake holders and other interested parties (Amri, 2013).

The implementation of Good Corporate Governance needs to be done systematically and continuously. For this reason, practical guidelines are needed that can be used as a reference by companies in implementing good corporate governance. Practical guidelines for the implementation of Good Corporate Governance based on:

First, in the framework of implementing Good Corporate Governance, each company must draw up the company's Good Corporate Governance guidelines with reference to these Good Corporate Governance Guidelines and Sectoral Guidelines (if any). The company's Good Corporate Governance Guidelines include at least the following: Vision, mission and values of the company; The position and function of the GMS, the Board of Commissioners, the Board of Directors, the supporting committee of the Board of Commissioners, and internal supervision; Policies to ensure the effective functioning of each organ of the company; Policies to ensure accountability, effective internal control and correct financial reporting; Code of conduct based on corporate values and business ethics; Means of disclosure of information for shareholders and other stakeholders; Policies to improve various company regulations in order to meet the principles of Good Corporate Governance.

Second, in order for the implementation of Good Corporate Governance to run effectively, it is necessary to participate in all parties in the company. For this reason, the following stages are

needed: Building understanding, concern and commitment to implement Good Corporate Governance by all members of the Board of Directors and Board of Commissioners, as well as Controlling Shareholders, and all employees; Conduct a study of the company's conditions related to the implementation of Good Corporate Governance and the necessary corrective actions; Develop programs and guidelines for the implementation of good corporate governance of the company; Internalizing the implementation of Good Corporate Governance so that a sense of belonging is formed from all parties in the company, as well as an understanding of the implementation of Good Corporate Governance guidelines in daily activities;

Conduct self-assessment or by using the services of independent external parties to ensure the continuous implementation of Good Corporate Governance. The results of the assessment are disclosed in the annual report and reported at the annual GMS (National Committee on Governance Policy (KNKG) 2006).

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**❖ *LEARNING OF ISLAMIC MACRO ECONOMICS
DURING COVID 19***

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Introduction

In recent months, the spread of the corona virus has increased dramatically. According to WHI data, confirmed cases worldwide have reached 152 million. Meanwhile, the death rate increased to 3.1 million people. The increase in the Covid-19 virus has implications for various sectors. The education sector is a sector that is very disadvantaged. To prevent the spread of COVID-19, the government has taken various policies. The policy is in the form of educational transformation from face-to-face to online, limited facilities and infrastructure, internet networks, costs are problems experienced by people in developing countries (Nuryana, 2020).

Some people think that the COVID-19 pandemic is a positive factor in improving education. According to them, the pandemic can trigger the acceleration of educational transformation, the emergence of many online learning applications, the number of free online courses, the emergence of unlimited creativity, collaboration of parents and teachers, the application of knowledge in the family, and positive mental construction (Suteki, 2020). However, according to Rizqon, halal syah aji, the existence of a pandemic is detrimental to all parties. For example, in Indonesia, with the pandemic, the government did not carry out the final exam. The disadvantaged in this case are the students' families who want their children's grades. Other impacts are also felt by school graduates. Because there are no final grades and the emergence of an economic recession, it is difficult for graduates to find jobs. (Shah, 2020).

Economically, the positive side of the emergence of the COVID-19 outbreak was felt by economic actors. Business digitization is increasing rapidly, especially in the business of providing services and education. Job opportunities are also wide open for platform and digital activists. The government's dream of community readiness for the Industrial revolution 4.0 has also come true. During the pandemic,

people not only have real skills but also digital (unreal) skills. In addition, the development of community creativity is also highly demanded during this pandemic. Therefore, to restore the country's economy, the government has high hopes for the creative economy.

Even though the economic downturn did not work for the Islamic economic sector. different from the State of Brunei Darussalam which is able to maintain its economy through its oil wealth. The Indonesian state strengthens its economy in the sharia economic sector. for example, the increase in the halal sector to 7.8%. Muslim fashion sector increased 0.8%. even if analyzed further, Indonesia's state income is supported by the Islamic economic sector by 5.78%. This value is inversely proportional to the country's income from GDP. GDP is only able to contribute 5.2%. Besides Indonesia, the Islamic economy in Malaysia also has the same role (Ramadhan Razali, 2019).

A. Islamic Macroeconomic Learning During Covid 19

According to Zakaria, the Islamic economic sector that really helps the community during the pandemic is zakat. The contribution given by zakat is very large, for example in 2017 zakat contributed 3 billion Malaysian ringgit. According to Zakaria, zakat collection optimally and professionally will be able to support the Malaysian economy. The development of the Islamic economic sector in the three countries cannot be separated from the role of Islamic economic education. Islamic economic education plays an important role in printing generations to become bankers. Doctrinization and economic development is a new challenge in the Islamic economic education system.

To optimize Islamic economic education, it takes practices that are able to support such education. Practices in the form of mini-research are also very much needed. Mini research is a learning model that uses problems as the first step in gathering information and processing information. Through this learning model, students are facilitated to design their own projects to be carried out, so that students can carry out exploration, interpretation research, synthesis and information. Among the advantages of this learning model is that it makes students more active and succeeds in solving complex problems (Suroso, 2016).

According to the author's observations, mini-practice or research is needed for the courses taught, especially courses that have a load of 3 credits, for example, Islamic macroeconomics courses. In this course, students are expected to be able to analyze the economy as a whole (aggregate) and to focus on the analysis of the factors that determine the economic activities of a country. In this course, students also study government policies in overcoming all economic problems by infiltrating sharia principles into them.

To optimize learning in Islamic Macroeconomics courses, collaborative learning between theory and real life is needed. Therefore, this learning must apply contextual learning. According to Sagala, contextual learning is a learning concept that relates the material being taught to the real world of students. So that the output in this study is that students are able to make connections between the knowledge they have and their application in their daily lives (Sagala, 2010). In learning the Islamic Macroeconomics course that the author applies. Students are taught theory in several meetings, in order to equip students. To test the students' abilities, the author conducted several simulations, either in the form of quizzes or in the form of research-based essays. After several meetings equipped with theory, students are required to go down to the field to do mini research. The implementation of the place, as well as the title of the mini research is directed by the lecturer concerned. The mini research evidence that must be prepared by students is creative videos and essays from students themselves.

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**❖ ENGLISH AS A MEANS OF COMMUNICATION
METHODS OF TEACHING ENGLISH AS A
FOREIGN LANGUAGE AT THE SECONDARY
SCHOOL**

Prof. Dr. Akhtem A. Dzhelilov

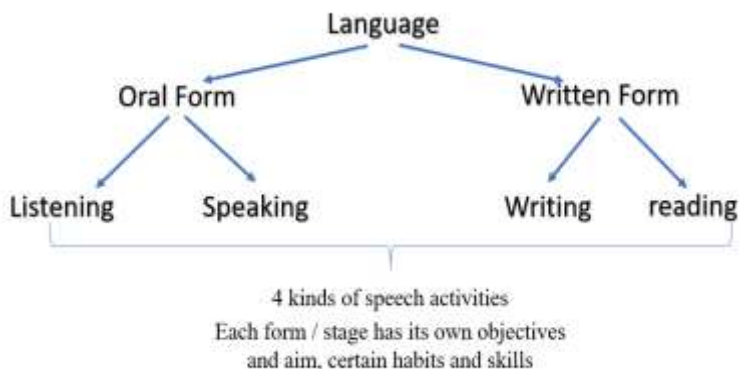
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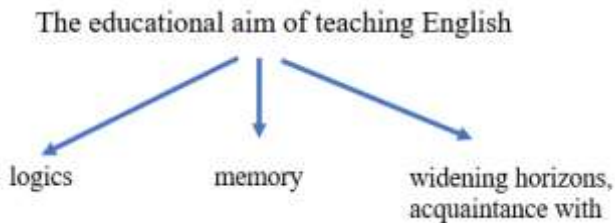
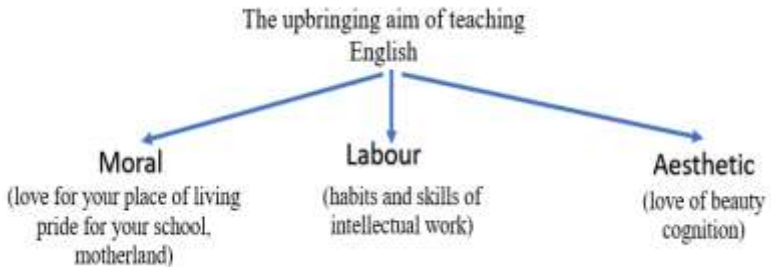
A. The Aims of Teaching the English Language

The aims of teaching a foreign language is determined by the state programme that is obligatory for fulfillment.

The aim is the final result of teaching a foreign language. The objective is a task that is to be achieved on the way to that final aim (different objectives of a certain lesson make the aim true). In teaching a foreign language four aims are distinguished: practical, upbringing, educational and developing.

The practical aim is mastering English as a means of communication, using its oral and written forms of English.





The developing aim of teaching English comprises:

- teaching and organizational aim;
- teaching and intellectual aim;
- teaching and informative aim;
- teaching and communicative aim.

1. Teaching and organizational aim means being able to work on one's own, making self-assessment, self-checking, working in various regimes.

2. Teaching and intellectual aim means being able to differentiate, to master the grammar structure of the language, to compare language material in L1 and English, to generalize, to gain the habit of making logically connected utterances.

3. Teaching and informative aim – being able to read thoughtfully, to answer questions and use references to the text / story / book.

4. Teaching and communicative aim ensures habits and skills of listening, comprehension and speaking, develops intellectual, emotional and motivational spheres of pupil's personality.

All these aims are interrelated and achieved while mastering English.

B. The Content of Teaching English

a) It is important to differentiate language and speech.

Language is a system of language means necessary for communication and rules of using them. Speech is a usage of language system in certain situations of communication. Language and speech make a whole unit. Sequence of teaching English should be from speech to language, i.e. teaching, the language system of English must be done in speech exercises, in the process of organized purposeful communication. Thus, the first component of the content of teaching English is linguistic one.

The linguistic component includes language material, i.e. well sorted out phonetic, grammar, lexical minimum and speech material, i.e. patterns of utterances of different extension in communicative exercises. A speech pattern maybe a typical sentence, a dialogue (pattern), a monologue of some extent e.t.c.

b) The psychological component of teaching English.

It has to do with psycholinguistics, i.e. mental processes and actions that happen while listening and speaking. Dialogues, monologues, any oral and written speech utterances are realized due to speech actions. But speech actions are possible in case language and speech material have the level of habits and skills. Thus, psychology defines the second component of the content of teaching English as forming habits and skills of using the language for communicative purpose.

c) The methodological component of the content of teaching English includes teaching pupils to use appropriate ways of learning language material and forming skills of using in oral and written communication. It means pupils must be able to use all means of learning English (books, reference grammar books, dictionaries, tape-recorders).

It means pupils must be taught the culture of intellectual work, must be able to plan their independent systematic work, must have the habits of self-control and self-assessment. These habits and

skills must be formed in communicative exercises. Thus, methodological component means mastering ways of learning.

C. Specific and General Methodological Principles of Teaching English

Principles – basic, initial theses of cognition and practical activities. The following didactic principles, formulated by Babansky Yu. K., reflect the whole cycle of educational process.

Specific methodical principles:

- communicative (communicative situations and exercises, variety of them in teaching process, enabling each pupil to take part in communication, favourable psychological conditions of communication);
- differentiated and integrated (teaching 4 kinds of speech activities, using recorded material for listening comprehension, teaching to make up monologues and dialogues, teaching different kinds of reading skills, learning in communicative exercises, usage print script in teaching writing skills);
- usage of L1 (getting acquainted with similarities and differences of English and L1 and learning to use that in all 4 kinds of speech activities).

General methodical principles of teaching a foreign language:

a) Upbringing principle:

- instilling patriotism, feeling of justice and kindness;
- the culture of communication;
- the culture of intellectual work.

b) Principle of awareness:

- using different ways of conscious teaching, avoid translation in teaching process;
- gaining the ways of independent work at English;
- to demonstrate the progress of learning.

c) The principle of pupils' activity:

- motivated teaching;
- involving each pupil into teaching process;
- normal tempo of the lesson;

- emotional teaching, using games, competitive exercises.
- d) The principle of visualization:
- using recorded material;
 - additional visual devices.
- e) The principle of simplicity and availability:
- taking into account pupils' abilities;
 - using different tasks for strong, less strong and weak pupils;
 - giving work that is easily understood.
- f) The principle of sound and lasting know ledge:
- giving the material for absorbing in various exercises;
 - referring to the background of pupils;
 - providing pupils with intellectual challenge, making teaching emotional;
 - establishing feedback, using forms of control.
- g) The principle of individual approach:
- referring to the background of children;
 - using differentiated tasks taking into account abilities and interests of children;
 - taking into account individual specification of children while doing communication tasks.

D. Method and Ways of Teaching English

What is method in teaching?

1. It is a certain trend that implies certain aims, content and principles of teaching, like grammatic-translation method that implied the development of logical thinking and forming the ability to read and translate texts. The main point was the knowledge of grammar rules that was considered as the basic means of mastering a foreign language.

2. Another point about the word "method" in teaching is the notion of some system in teaching that reflects the concept of the author that suggests it, like Palmer's Method, West's Method, Losanov's Method. We are going to clear out method and ways of teaching English that are considered as a system in which there are 2 components: the teacher and the learner. The teacher motivates the

learner's activity and monitors it. The learner is involved into different activities, i.e. the learner is an active participant in educational process.

The function of the teacher is to organize, to teach and to control; the function of the learner is acquaintance with the language material, drilling, necessary for forming language habits and speech skills and application of the covered material for communication.

a) The organizational function of the teacher implies the involvement of each learner and the form into learning process, using different ways and regimes of work: choral, individual, group, pair, games, competitions, all kinds of visualization and listening devices. Besides the teacher organizes the work of learners by themselves, independently after classes and in class.

b) The teaching function is carried out at all stages of teaching: while presentation, drilling and speech practice.

The functions of the learner:

a) Getting acquainted with the language material the learner must understand the form, the meaning, and the ways of usage of the given material/

b) Understanding should be consolidated by the repetition of the given language material many times and in various ways (listening, speaking, reading, writing). Thus, the second function is drilling.

c) The function of using the covered material in communication (in oral and written speech). Thus, the method of the teacher must reflect his/her organizational, teaching, and controlling function enabling the learner the best possibility of getting acquainted, drilling and using the covered material for communicative purposes.

Thus, basic method in teaching a foreign language is presentation, drilling and practice in speech and accompanying methods are control, correction and assessment. In learner's activity there are the same basic methods: getting acquainted, drilling and practice in speech. As for accompanying method, it is self-control, self-correction.

Ways of teaching:

- explanation, demonstration (referring to all forms of perception (listening, seeing, watching and speaking);

- drilling, using various exercises with and without a printed text;
- exercises in oral speech (listening and speaking) and reading (aloud and silent).

The difference between method and ways of teaching

Method defines the basic activity like presentation, drilling, practice in speech whereas a way of teaching deals with a certain act, action, i.e. a component of the main speech activity like:

- 1) the way of presentation by explaining, without translation;
- 2) forming habits of making a dialogue just by reaction to a question: What's your name? – Jim. Are you going home? – Yes, I am.
- 3) getting information from the text;
- 4) making up utterances after a pattern.

Thus, certain ways of teaching define the efficiency of the method of forming communicative competence. The word “method” is abstract, whereas ways of teaching are concrete actions.

If we imagine method as some vessel, then ways of teaching will fill it. So it is of great importance that highly efficient ways of teaching “fill the vessel”.

E. Listening Comprehension as a Kind of Speech Activity

Listening comprehension as a kind of speech activity is understanding of some information, utterance or story perceived by listening to / by ear. It is a process of perception and thinking (we perceive the information and understand it by means of analyzing, comparing, making something either abstract or concrete. Listening is the basis of communication.

There are two kinds of listening comprehension: complete understanding of the given information or only general points of the content. Listening is closely connected with speaking, as listening and speaking, are two sides of oral speech. “Understanding is formed in the process of speaking and speaking in the process of understanding” - Zhinkin; “Speaking and listening are united by common ways of forming thoughts while speaking” – Zhimnyaya. Thus, listening trains speaking and speaking helps to form listening skills.

Listening is also connected with reading. They are both receptive forms of speech activity: while listening we receive the information by ear, while reading we have visual perception. While reading a text we perceive the text as if we hear it. Listening is connected with writing very closely. While writing we utter what we write and hear.

The development of listening skills is of great importance in forming communicative competence as it is the aim of teaching English, determined by the state programme of the Department of Ministry of Education.

F. Difficulties in Teaching Listening Skills and Ways of Overcoming them.

Difficulties arise because:

- 1) learners have to discriminate sounds quickly;
- 2) have to retain them while hearing a word / phrase / sentence;
- 3) have to recognize this as a sense unit.

What should be done? It is necessary:

- to arrange utter focus on what you are listening to;
- to strain your memory and will power to keep the sequence of sounds you hear and decode it.

Teacher's help to overcome those difficulties:

- linguistic material for listening must be covered well;
- the content of the material suggested must be familiar;
- the conditions in which the material is presented must be comfortable.

a) Linguistic difficulties:

- phonetic difficulties – pair of vowels and consonants (ɔ: - 3:)(i: - i), (w - v);
- lexical difficulties – east – west; to put on; slipping – sleeping;
- grammar difficulties – to work (V) – work (N).

b) The following must be taken into consideration:

- the topic of communication must match learner's age and background; no proper geographical names, terminology;
 - the type of communication. Narration is more preferable than description;
 - the form of communication – no dialogue, but monologue.
- c) Conditions of presenting, the material for listening comprehension:
- speed: normal (120 words per minute);
 - the number of times for presenting the material: 1 – 2;
 - the voice of the announcer.

If the teacher considers all the difficulties the learners may encounter while listening and does necessary exercises to do away with them, learners' listening comprehension will be successful.

G. Teaching Speaking as One of the Forms of Speech Activity

Speaking is a complex process that together with listening makes oral communication possible. The subject of speaking is thought.

Speaking is a process of forming and transmitting thoughts of the interlocutor and other people in a sound form addressed either one individual or many persons using lexical and grammar material of the language.

It is closely connected with other kinds of speech activities: listening, reading and writing. Speaking and listening make an oral form of communication. You can't have speaking skills without listening comprehension and can't have listening skills without speaking.

Speaking is closely connected with reading not only aloud but under your breath as well, as then we have inner speech. Speaking is connected with writing, as while writing the learner utters under his breath or even in a whisper what he is writing.

Thus, teaching speaking skills is of great importance, as communicative competence is the aim of teaching English. Speaking has two forms: monologue and dialogue. Monologue should be extended and complete (description, narration, reports). Dialogue is characterized by the usage of fixed phrases, conversational formulas.

H. Teaching Monologue

Compared with dialogue teaching monologue is much easier as it is mostly prepared speech, it is not dependent on the reaction of the interlocutor or the audience.

Teaching monologue comprises 3 stages:

- 1 – teaching language material, drilling it;
- 2 – teaching learners to select language means appropriate communicative aims;
- 3 – teaching learners to use language material for expressing ideas and notions in their own words.

Stage 1 includes absorbing phonetic, lexical and grammar material in imitative exercises, reciting poems and passages, topics by heart, choral exercises, using visual aids (pictures, films), transformation and substitution exercises, making up sentences after a pattern, extending sentences, combining 2 sentences into one, question –answer exercises. The aim of this stage is to remember the language material.

Stage 2 includes semantic exercises which imply logical-semantic analysis, i.e. understanding and awareness is much more important at this stage than remembering of the 1st stage. (dividing the text into logically completed parts, questions about the relationships of characters, the reason and consequences of actions, finding out the main point, making up the plan for retelling, using synonyms and antonyms, jigsaw exercises, making up a summary of the text, changing the end of the story, retelling in the name of a character).

Stage 3 is a creative one. Learners make up reports on their own, express their own opinion, viewpoint, make up a report on the chosen problem independently. The aim of this stage is to form the skills of unprepared speech.

I. Teaching Learners to Make a Dialogue

Dialogue is listening and speaking reaction to the utterance of the interlocutor on the spot.

Teaching dialogue is much more difficult than monologue as it is unprepared and dependent on the interlocutor. It begins with drilling

types of questions as question + answer linked with one topic is called a microdialogue.

General questions teach to listen and react shortly (“yes” or “no”).

Disjunctive questions teach to consolidate the structure of an affirmative sentence.

Alternative questions teach to imitate, to choose an answer and teach to transform a short question into full answer.

Special questions teach some creative elements.

The types of questions should be introduced at a lesson after a lesson, without mixing them in one lesson. Besides the teacher should use imitative exercises, learn speech patterns and conversational formulas, modification exercises (shortening the answer), choral exercises, completion of an utterance, filling in gaps, transforming questions into answers, expressing surprise, agreement, resentment, request, changing the time and place of action, eavesdropping (pretending not to hear and making the interlocutor repeat the remark – “What do you say?”)

Besides:

1) teacher should use recording (a tape recorder):

- listen to the whole dialogue (without pauses);

- listen to the dialogue with pauses and be able to repeat the pattern;

2) the teacher should give situations for making up a dialogue with key words, pictures, e.t.c.

Types of dialogues:

- dialogue – acting out;
- a pair work;
- a group work;
- discussion of some problem (T + class or T + group);
- an interview (P1 – P2; P- Class; P – group) like having questionnaire.

J. Using Language and Speech Exercises while Teaching English

There are different approaches to the classification of exercises. In methods of teaching English different authors distinguish different

exercises, but there are always two kinds of exercises: preparatory and speech, prespeech and speech, relatively-speech and speech, relatively-communicative and communicative, drilling and creative, language and speech exercises. Further we shall use “language and speech” classification of exercises.

It is important to keep in mind that language is a system of means for communication and a system of rules of its usage. Speech is language system implementation in certain scenes of communication. Phonemes, morphemes, words, phraseological combinations, sentences, micro and macro texts are language units.

Different utterances (short and complete) in certain situations of communication are speech units. Taking into account the fact that speaking is the aim of teaching a foreign language, i.e. the skill of communicative competence, the teacher should start working at language material, i.e. ensure sufficient drilling of phonetic, grammar and lexical material before being able to make any report. Thus, language exercises are means of teaching speaking.

The second type of exercises, speech exercises, ensure creative usage of habits acquired while doing language exercises. Care should be taken not to stop doing exercises at the level of language exercises, as the final aim is communicative skills of the learners. Thus, speech exercises, which ensure the usage of language material in making some reports, description, taking part in talks and discussions independently, i.e. communicative competence of learners are obligatory after having done language exercises.

To sum up, language exercises are means of teaching, whereas speech exercises ensure the achievement of the final aim – communicative competence of foreign language learners. Language exercises include all kinds of imitative, drilling exercises which help to enrich learners’ knowledge in lexis, grammar, improving learners’ pronunciation.

Speech exercises are done in the process of communication on the basis of some verbal situation or visual one (picture, text, film) by learners on their own, by themselves, which are close to real conditions of communication.

K. Reading as a / Form of Speech Activity

Reading is an independent form of speech activity that ensures written form of communication. It is of great importance and preference due to its availability. It is a receptive kind of speech activity, as it is connected with the perception and comprehension of the information coded by graphic signs.

Reading is a means of communication and it is of great educational significance as by reading we get the bulk of information about the world around. Reading the learner doesn't need any interlocutor, listener or audience. The only thing he needs is a book, so the learner can work on his own, independently.

Reading is closely connected with other kinds of speech activity. Firstly, it is connected with writing, for while reading and writing we use one and the same graphic system of the English language. They are interrelated. Reading is connected with listening comprehension as in the basis of both speech activities there is perceptive-thinking activity, i.e. perception, analysis and synthesis. While listening the learner perceives (takes in) sounding speech, whereas while reading – written speech. In both kinds of speech activities the learner should be taught to foretell, to predict the information. Reading is connected with speaking as well. Reading aloud is considered to be the “controlled speaking” (Helbodt). Reading under your breath is defined as inner listening and inner pronouncing at the same time (simultaneously). Thus, reading is connected with all forms of speech activity. Due to the state programme of teaching a foreign language learners must be able to read texts from social-political, science-popular and fiction literature with partial understanding of the content and full and complete understanding of the text that contains 2% - 3% of unknown words and about 1.200 graphic signs. The speed should be normal – 120 words per minute.

L. Teaching Skills of Expressive Reading

According to Urubkova there are 5 steps in the methods of teaching expressive reading.

Step 1. T – Cl. Reading the text sentence by sentence and marking stresses on the words, dividing sentences into sintagms, marking the melody of the structure, or sintagms. The aim of this work is getting ready for conscious imitation.

Step 2. T – Cl. Choral reading of the marked and translated text.

Step 3. P1 – P2. Pair reading (Students get ready for independent work).

Step 4. P. Individual reading in a whisper to consolidate the acquired knowledge.

Step 5. T – P. Individual controlled and checked reading. That is the completion of the work on expressive reading.

Such a kind of work is not done with all texts but only those which make it possible to teach learners standard expressive reading. This is a means of teaching reading aloud.

M. Types of Exercises for Teaching Reading in English

Types of exercises for teaching reading skills depend on kinds of reading skills. These are 2 kinds of reading: reading with getting partial information from the text and getting complete, full understanding of it.

1. Reading with getting partial information from the text implies the following exercises (anticipation exercises):

a) Read the heading / the title of the text and guess what it has to do with the text.

b) Look through the text and guess what the text is about.

c) Look at the pictures above the text and tell what the text deals with.

d) Read the list of words above the text and choose those which might be used in the text.

e) Read the sentences and guess “true” or “false”. After reading the text compare the answers given before reading.

f) Answer questions giving short answers “yes” or “no”.

g) Read paragraph by paragraph, giving the main point of each one.

2. Reading with getting full and complete information. Here revise the material (Teaching a monologue – stage 2, 3. Question VIII).

N. Writing is One of the Forms of Speech Activity

Writing is a complex speech skill, a means of communication by the system of graphic signs that enables to put down thoughts and ideas for transmitting in time and at a distance. It has two sides:

- a process of human speech activity;
- a result of this activity (a text).

Writing is regarded as a written speech and writing itself. Writing is a means of representing language with the help of graphic signs. It helps to develop speaking and reading skills as they are closely connected. In writing the learner pronounces what he / she is writing in graphic symbols. Speaking is making an utterance, sound utterance, writing is the same utterance but presented in graphic signs. Writing is the point of mastering graphic and orthographic (spelling) systems. Writing is connected with reading. They have the same graphic system. While writing we fix relations between sound – letter, vice versa while reading, between letter – sound. English uses Latin graphic system.

Written speech is a process of expressing thoughts in graphic signs.

O. Difficulties in Teaching Writing Skills

Spelling is better to be done in print script in primary school. Teaching spelling rules the teacher must be aware of the following points between English and L1:

- similarities;
- partially coincidence;
- unfamiliar in L1.

Besides, the teacher must make use of the following principles:

- 1) phonetic principle (write as you say);
- 2) morphological principle (e.g. a certain morpheme retains its form:
 - a) write, writer, wrote, written, rewrite...;
 - b) the letter “e” in the open syllable – take, nine, rose;
 - c) “y” – “i”: city – cities;
 - d) “y” retains in saying, playing;
 - e) “e” after “v”: have, glove, stove, give, live;

f) “c” – “e”, “i”, “y”: face, cycle, city.

The spelling of a great number of words in the English language can be learned using this morphological principle.

3) historical principle. 70 % of English words have the historical principle. It means that the answer to the spelling rules can be found in the history of the English language:

a) it may be a genuine English word;

b) a borrowed word, so the graphic signs do not coincide with the sound form. These are the most difficult words for learning (answer, busy, one, island, listen).

Due to the difficulty in orthography there are 5 groups:

I. closed syllable: pen, back, thin;

II. open syllable: name, like;

III. vowels with “r”: first, turn, form;

IV. letter combination (ow, aw, ew, al, ild, ay): bread, break, light, house;

V. historical principal: busy, idea, daughter, two.

Most words belong to group IV, V (65%), so learners need lots of drilling exercises to form spelling habits.

P. Scientific Approach to Presentation and Consolidation of Grammar

No speaking is possible without the knowledge of grammar. It is absolutely necessary to acquire and master the grammar mechanism of English to be able to speak it. There are six approaches:

1) conscious;

2) practical;

3) structural;

4) situational;

5) discovery;

6) differentiated.

Conscious approach. It means that the teacher should use different ways to ensure understanding of a grammar unit (like contrast I get up – I am getting up), visualization, comparison with L1, explanation and so on.

Practical approach. Grammar material must be absorbed either in oral or written language. It means that we teach not grammar knowledge but grammar usage.

Structural approach. Grammar items are to be introduced and drilled in structures or sentence patterns to ensure communicative competence, as it is easier for learners to adjust structure and sentence patterns to the situation they are given.

Situational approach. Introduce grammar units in situations to ensure the understanding of a certain material (e.g. complex object – want, like smb to do smth. Demonstrate and make learners understand the grammar unit making requests in the classroom (Please, I want / 'd like you to clean the board, e.t.c.).

Discovery approach. The teacher gives several examples of the usage of some grammar items, the learners make up the rule of that usage (e.g. the teacher gives several examples with adjectives in the comparative and superlative degree, the learners formulate the rule: big – bigger – the biggest; short – shorter – the shortest; long – longer – the longest).

Differentiated approach. Active grammar, i.e. necessary for oral speech is taught in various oral exercises (the Present Perfect Tense). Passive grammar (some grammar material may be used only for comprehension, it is not required for speaking so far. So the teacher may ask the learner only to underline the grammar unit and copy the sentence from the text.

Q. The Ways of Semantisation and Presentation of Lexical Units

Semantisation means awareness of the meaning of the word, the explanation of its meaning and usage. There are different ways of semantisation:

- a) giving the meaning of a word or words in a context, a story;
- b) having a discussion (talking, questions, answers);
- c) making up a situation;
- d) making up a sentence or a phrase with a new word;
- e) visualization;
- f) giving the definition of the word;
- g) synonyms and antonyms;

- h) explanation of the origin to the word;
- i) translation into L1;
- j) wordbuilding.

Each word needs its own way of semantisation.

Presentation. Should the pupils first hear or write new words?

It depends on the type of the word. There are two types of words: words of oral speech and written speech. The latter way be written on the board, explained and copied in the notebooks. Learners will need this word only to recognize it while reading the text. The words of the first type, i.e. vocabulary of the oral speech must be first heard and pronounced. Oral speech must be trained in active oral speech, in speech activity. It should be noted that for more efficient perception a word must be heard, pronounced and seen. All organs of perception should work to make absorbing most efficient.

Stages of presentation:

- a) one of the ways of semantisation;
- b) write the word on the board (or have it written but refer to it only after semantisation);
- c) choral exercise with the new word (T – Cl, T – Pbright, T – P less bright, T – Pweak);
- d) the process of automatization (different kinds of exercises to consolidate the word).

Care should be taken to follow the sequence of consolidation exercises, i.e. 1) imitative, 2) substitution, 3) extention, 4) transformation, 5) combining exercises of creative ones.

Rules that the teacher must follow:

- 1) all exercises must be speech ones;
- 2) all exercises must be done only in English;
- 3) no translation from Russian into English;
- 4) never teach a separate word but in a phrase, in a combination, in a sentence.

R. Presentation of a Grammar Unit and the Sequence of Grammar Exercises

Presentation must be done according to six approaches of teaching grammar. But keep in mind that we don't teach grammar rules

just to know grammar rules, we teach communicative competence, so presentation of grammar should be done in situations, in communicative exercises, speech exercises but not language ones.

Care should be taken to stick to the sequence of exercises, so that not to create additional difficulties while learning a grammar unit, but to follow the principles of methods - from simple to complex, from known to unknown.

1. We begin with choral imitative exercises;
2. Substitution exercises;
3. Extension exercises (There is a box on the table – There is a nice large brown box on the round table);
4. Transformation exercise (I like traveling – He likes traveling);
5. Combining exercises (I like tennis. I don't like badminton. Although I like tennis, I don't like badminton);
6. Creative exercises (These exercises are aimed at being done independently by learners on their own, selecting and finding necessary additional material, making up reports, dialogues, writing compositions, reviews, summaries, e.t.c.

S. Difficulties in Teaching Good Pronunciation

The teacher must know quite well similarities and differences in pronunciation of both languages – L1 and English to do away with difficulties in English pronunciation:

- a) Consonant sounds which don't occur in Russian: /ð/, /r/, /ω/;
- b) Short and long vowels;
- c) Diphthongs;
- d) Stress;
- e) Intonation.

How to teach pronunciation? It is a very time-consuming and painstaking job. The teacher should:

- explain the articulation;
- choose adequate exercises;
- remember that the work at pronunciation is an unceasing one;

- work at pronunciation alongside the work at speaking, reading, writing skills and habits;
- know how and when to correct phonetic mistakes.

Presentation of sounds must be done in the following sequence: statement – word – sound.

At first learners listen to teacher's pronunciation of a sound:

- a) in silence;
- b) then the teacher calls on a bright learner;
- c) less bright;
- d) in chorus.

The learner must be conscious of the articulation of the sound.

It mustn't be mere imitation. The main point while teaching pronunciation is that teacher must pay attention to it the whole lesson long and must use every appropriate moment to drill this or that sound.

Remember:

- a) all phonetic mistakes must be corrected only by the teacher;
- b) phonetic mistakes should be corrected while having phonetic drill or work at pronunciation;
- c) no correction of phonetic mistakes while doing speech exercises, so that not to interrupt the logical order of the story.

Tips:

- 1) Use tapes in your English class as often as possible;
- 2) Don't go on far too long if learners can't pronounce well enough as they may find it frustrating. Focus on this little and often, ideally whenever you introduce a new phrase or structure. Don't forget to focus on stressed and weak forms.

T. Functions and Forms of Control of Knowledge at an English Lesson

What is the objective of assessment of learner's progress? The objective of assessment of learners' progress is to clear out the shortcomings both in teaching and learning, both the drawbacks of the teacher and learners.

I. It is a diagnostic function of control. The teacher must find out:

- the level of knowledge of the covered material;

- mistakes mostly used;
- see whether the learners can do certain tasks independently;
- check the efficiency of the methods used by the teacher;
- the readiness of the learners to absorb a new material.

II. Educational function. Control and assessment lessons make learners concentrate on particular sections of language material. Furthermore, learners find out weak and strong points of their knowledge.

Assessment lessons must be given under the following conditions. They must be:

- unbiased, in comfortable psychological conditions;
- systematic;
- open and just;
- thorough and profound.

Forms of control may be individual or as a class. Individual assessment is very time-consuming, so this form of assessment may be used rather seldom as final assessment of the covered material. We can't do without this form of assessment, as it is most profound and thorough. Assessment as a class is less time-consuming and enables to find out the knowledge of almost the whole group, though it is not so thorough and profound.

As for the character of answers, assessment is carried out either orally or in a written form. Oral assessment is both current and final stage of teaching and learning generally. Written form of assessment is carried out at the final stage of learning a language material.

Control of the level of knowledge may be carried out by the teacher and the learner himself as self control, self assessment and interrelated control in pairs (P1 – P2).

U. Ways of Increasing the Motivation of Learning English

Due to M. West “Language is a subject that cannot be taught, language is a subject that can be learnt”. The point is that the teaching process must be arranged so that learners could be interested in learning English.

What should the teacher know to make the teaching and learning process a single whole, a single entity?

1. Above all, the teacher must be able to create a comfortable, psychological atmosphere to arouse learners' desire to cooperate with the teacher in learning English;

2. To be successful the teacher must know the psychology of his learners, so that the tasks given by the teacher could be appropriate their age;

3. To be successful the teacher must give tasks providing the children with the sort of intellectual challenge, to make the process of learning active and interesting;

4. The teacher must prepare his learners for independent work, for being able to work on their own;

5. The teacher must take great pains with the planning of his lesson using:

- illustrations from the familiar things of their own background;
- encouraging teaching;
- problematic tasks, so that to provoke thoughtful activity of learners;
- all means of teaching: tables, charts, diagrams, pictures, series of pictures, cassette-recorders, computer programme, etc.;
- games, role play;
- non-traditional lessons (excursions, dramatization lessons, acting out);
- different material and events connected with the country, city, school.

V. Basic Demands of a Modern Lesson in English

The teacher ought to know the methods of teaching English and have a perfect command of English, above all. There are several demands:

1. Teaching must be made in accordance with the state programme of the Ministry of Education.

2. Teaching must be planned so that to develop communicative competence.

3. While teaching English the teacher must realize upbringing, educational, practical and developing aims as a single whole.

4. The teacher must create a comfortable psychological atmosphere, encouraging his students to make progress in studies.

5. The teacher must keep in mind the motivation of learning English as one of the basic points in the teaching process.

6. The teacher must prepare his students for independent work in class and after class.

7. The teacher must be able to use all kinds of visual material.

8. The teacher must resort to different games so that to make the lesson interesting and efficient.

9. The teacher must give the lesson at a normal speed.

10. The teacher must take into account learners' background and the psychology of their age.

W. Planning a Lesson.

Before planning a lesson the teacher must study the programme of teaching English in the form he is going to teach, i. e. necessary requirements, the practical aim of teaching English.

Then the teacher must consider all means of teaching at that certain lesson (textbooks, tables, charts, pictures, flash cards, work sheets, a cassette recorder etc.).

All preparatory work for the planning of the lesson done, the teacher gets to know the recommendations given in the teacher's guide book and makes his changes in the plan given in the teacher's guide book taking into account the abilities of his pupils. Making use of the teacher's guide book the teacher must adjust it to his concrete conditions, to his certain class. The teacher must define the upbringing, educational, and developing aims of the lesson.

The teacher must remember that:

1. The number of exercises for drilling must be minimum (due to the shortage of time) and on the other hand quite enough to ensure absorption.

2. The exercises must be used in a certain sequence to ensure comprehension and progress.

3. There should be enough exercises to make all the pupils work in class.

4. All the work done in class must enable the learners to cope with the homework. The teacher must plan the activity of the learners and the ways of monitoring it. The main function of the teacher is to involve every learner into the learning process in different regimes: choral work, T- Cl, individual, pair, group work using different means and ways of teaching.

Thus, planning a lesson the teacher must remember that the learners must be involved in the learning process, they must be active and interested in cooperating with the teacher. It is the active work of the learners that makes the lesson efficient.

X. Classification of Lessons and Their Structure

There is no common, generally accepted classification of types of lesson. We shall consider the classification of S. V. Ivanov. He distinguishes:

- introductory lesson;
- lesson of first presentation;
- consolidation lessons;
- using acquired habits and skills in practice;
- control lessons;
- mixed lesson.

I. N. Kazantseva classifies lesson by the way of giving a lesson:

1. a lesson-lecture;
2. a lesson-discussion;
3. a lesson-excursion;
4. watching film;
5. a self-taught lesson;
6. control lesson.

Another criterion of classifying lessons is the aim of the lesson. Onitschik's classification:

- a) the lesson of forming knowledge;
- b) the lesson of perception and improving habits and skills;

- c) the lesson of using habits and skills;
- d) the lesson of generalizing the acquired knowledge;
- e) control and self-control lesson;
- f) a mixed lesson.

Each type of a lesson has its own structure. The teacher should remember that any lesson is a creative process of the teacher.

Appendix

Phonetic games

Phonetic games are aimed at mastering the specifics of pronunciation of sounds and intonation of the English language. The purpose of the phonetic games is:

- train students to pronounce the sounds of the English language;
- to teach children to read poems clearly out loud;
- learn poems and play them by role.

Wide and narrow vowels

Purpose: the formation of students' skills and abilities of phonetic listening comprehension.

Method of playing the game: The teacher says the word. Students raise their hands if the sound is pronounced wide and do not raise their hands if the sound was narrow.

Who is quickly?

Purpose: to form and improve the ability of students to recognize the correspondence of sounds and letters, as well as the meaning of words by ear.

Method of playing the game: The student is given cards. English words are given in the first column, their transcription in the second, and their translation in the third. English words are numbered. While the teacher pronounces a particular word, students give its number in accordance with the transcription and translation, or connect them with a line.

Who is reading more correctly?

Purpose: to form students' skills of correct pronunciation of words while reading a sequential text.

Mode of the game: A short poem or story is written on the board. The teacher reads it and explains the meaning of words, sentences, and also draws attention to the difficulties of pronunciation of individual sounds. The students read it twice. Then they are given two to three minutes to memorize the text. After that, the text is mastered and the task of the students is to read it by heart. Each team has two or three students.

Game "Hunter"

The words in transcription are affixed to the board with duct tape. 2 "hunters" are called; each has its own "bag". The teacher calls the word, the children look for its transcription. Whoever found the word first takes the "loot" off the board and puts it in his bag. The winner is the one with the most cards. The winner then demonstrates his "booty" to the guys by taking the cards out of the bag and reading them.

Lexical games

Most games are not related to any particular topic, so naturally, they contain a certain percentage of vocabulary unfamiliar to students. It is recommended to introduce it in the process of explaining the conditions of the game. The methods of administration can be different. One of them is visual clarity, which includes not only pictorial or object visualization, but also movements, gestures, facial expressions, etc. Finally, in some cases, you can use a one-time transfer. In any case, the time spent on explaining an unfamiliar word will definitely pay off, because once the introduced game will be used by the teacher many times, and the new vocabulary that the children will get to know during the game will become active.

Lexical games are aimed at practicing lexical units, taking into account their characteristics. Lexical games have the following goals:

- to train students in the use of vocabulary in situations close to the natural setting;
- to intensify the speech-thinking activity of students;
- to develop the speech activity of students;
- to acquaint students with the compatibility of words.

Game "Numbers"

Purpose: check cardinal numbers.

Way of the game: two teams are formed. The numbers are written at random on the left and right side of the board. The representatives of the two teams need to quickly find and cross out the number on their side of the board. The team that completes the task faster wins.

Game "Colors"

Purpose: to consolidate the knowledge of the vocabulary of students on the topic covered.

Method of conducting the game: the teacher names objects of the same color. The team that completed the task first wins.

Picture sound game

Purpose: to activate vocabulary on the studied topic in practice, to develop students' skills to build a dialogue.

Method of the game: players are formed in pairs. Each pair is given a picture and cards with corresponding notes. Notes will help to sound the picture. The team that first prepares the dialogue and plays it back correctly wins.

Word Composition Game

Purpose: to activate the learned vocabulary.

How the game is played: each team receives a pack of cards with letters. The cards are distributed among the players. The teacher pronounces the word, the students must form the word using letters. The team that completes the task faster and without mistakes becomes the winner.

Grammar games

Grammar games are aimed at mastering the grammar of the English language. These games have the following goals:

- to teach students the use of speech patterns containing certain grammatical difficulties;
- create a natural situation for the use of this speech pattern;
- to develop the speech creative activity of students.

Grammar games include the most important grammar materials:

- a) verbs to be, to have, can, may and must;
- b) there is / there are constructions;
- c) verb forms Indefinite, Continuous and Perfect Tense;
- d) types of questions.

Game "I took a trip"

The class studied verb forms in Past Indefinite. Taking advantage of the fact that the students went somewhere during the trip, the teacher asks the question: "You went on a trip. What did you take with you?" Pupils: "I took a suitcase. I took a clock. I took a book. I took a dog. I took a food basket. I took a case. I took an umbrella". Teacher: "Very good, but I know very well that was the only thing you took. Yes, don't be surprised. That was very unusual trip". The students began to realize that the teacher had invented something again and that they should play along. Teacher: "Katya took only a suitcase. Misha took only a food basket ... In a word, each took only one thing. Is it clear? All right!".

Continuing the game, the teacher asks: "What did you eat? Remember that you took only the one thing with you". Pupils answer one by one, for example, Katya: "I ate a clock". Misha: "I ate an umbrella" etc. everyone calls their own thing. The guys will surely laugh heartily. Then the teacher explains that, according to the rules of the game, it is just impossible to laugh, and the one who cannot stand it leaves the game.

Continuing the game, the teacher may ask: "What did you put on your head?", "What kind of transport did you go in?", "What did you put on your feet?". For the game, you can use other beginnings, for example: "You went to the park. What did you see there?". It is only important to understand the principle: answering one question, students remember and name each only their own subject.

Game "Mosaic"

It is designed to consolidate grammatical material. I take a picture corresponding to the topic, cut it into 3, 4, 5 different parts and write a proposal on the back of any part of the picture. For example, when going through the topic "Prepositions" I write: The bear is on the table. Children see the record on the back of the picture and begin to add it. If the sentence is correctly understood, the picture adds up.

Life swap game

The game is played with the whole class. Speech activity is based on the description of lifestyle and habits using the grammatical material "Present Simple" based on the topics home, daily life, feelings.

The game can be played with any number of students. Make cards one for each. Distribute to class members and ask them to pretend to be the person in the picture. Allow some time for the student to visualize himself in this image: what does he do every day? What does his house look like? Etc. Then let them know that they are fed up with their lifestyle and want to change it. Students are given time to think about who they would like to become and what they are striving for. Then the students walk around the classroom in order to change the way of life with someone.

After finding, the student sits down in his place. If a student does not find a person with an appropriate lifestyle, then he makes any changes, that is, he learns to compromise. Students then write short notes about their pre-life and what their current lifestyle has become.

Matchmaking game

Purpose: to develop the skills of describing people with different characters and appearance.

This game is designed to review Present Simple grammar material based on topics of hobbies and interests. The number of players is unlimited. It is necessary to create a certain number of picture cards and distribute them one to each student.

Students fill out cards in which they need to indicate the name, age, profession, likes, dislikes and hobbies of the person in the picture. After completing the assignment, each student talks about the person depicted in his picture.

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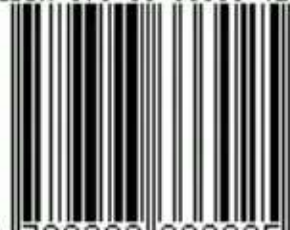
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