

**Rethinking Media
and Socio-Cultural
Change:
India and the Globe in
Times of Pandemic**

Editor:

Dr. Durgesh Tripathi



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**Rethinking Media and Socio-Cultural Change:
India and the Globe in Times of Pandemic**

By Dr. Durgesh Tripathi
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Foreword

A civilization's progress is reflected by the technological advancements it makes to improve the quality of human life. While parity indicates how inclusive and sustainable progress is, it is the media which can bring out parity in progress, enhancing it by leaps and bounds. In the recent pandemic times, the digital media has emerged as a game changer. Never before has humankind witnessed the sheer potential of the Big Data, bioinformatics and artificial intelligence. In today's age, information is power, indeed.

Building on the impact of the COVID – 19 crisis on both the education and the culture and creative sectors, strategic complementarities are being developed. Both sectors have experiences accelerated digitalization, which brings new opportunities for local and regional development. In fact, academic and cultural revival could give a central role in our imagination of post COVID societies.

Taking flight with the winds of the future, this book would acquaint the reader with the current happenings in the field of media, while also presenting an inviting picture of the fast-evolving realms of Digitalization. 'Rethinking Media and Socio-Cultural Change : India and the Globe in Times of Pandemic' interprets India's structural transformation through the lens of emerging trends in the socio-cultural domains, such as changing cultural preferences, accessibility, media-migration and participation. I am sure this book would see many editions. I extend my congratulations and best wishes to Dr. Durgesh Tripathi on the publishing of this book!

July 2021, New Delhi

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Prof. (Dr.) Mahesh Verma

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INDIAN COUNCIL OF SOCIAL RESEARCH

(Ministry of Human Resource Development)

Ajay Kumar Gupta
Director

12th July 2021

Preface

The study on different facets of the global pandemic of Covid-19 is crucial from various perspectives especially in understanding the shock-waves it has formed on different cultural economies. Not only has there been a decline in the progress of the economic machinery of different countries but also there has been a deep impact on the overall governance structures which has created harsh risks and new emerging challenges for overall development. What can also be observed is the fact that the already existing social and economic problems of access, participation and empowerment, have become more aggravated due to the limitations imposed by such a form of a global pandemic.

The emphasis on these aspects and their relation with media can be seen as a crucial step in interpreting the challenges of Covid-19 from an academic point of view. With the sudden shift towards digital reliance and the integration of digital media with the existing conventional forms of operations across the social, economic and political spheres of the society, it has created complications across India and the globe where the model of operations was mostly hybrid in nature.

With the global pandemic being new and beyond the capacity of comprehending the ripples of its impact, many developed and developing countries including India are undergoing a structural transformation in their various spheres. The relevance of understanding these changes from the purview of media is necessary as it helps in better identifying the emerging trends in the socio-cultural domains of India and the globe such as changing cultural preferences, accessibility, media migration and participation.

Part I of the book offers a deep insight into the Global Outlook on the COVID 19 Pandemic viz. Global perspectives on the Economic Impacts of the pandemic, Sentiment Indicators and Media in European Countries, Teaching and Learning Cultural Change in Higher Education, Digital Media and Regional Media (with special reference to Kyrgyzstan and Malaysia).

Part II reflects on the National Outlook during the pandemic viz. Study on Print Advertisements in India, Social Media and MOOCs (An insight on the Online Learning Spaces), Impact of Pandemic on women in India, Working Conditions of Media Professionals, Growth of Collaborative digital culture in India, Media reporting of COVID 19 pandemic in India.

The book focuses on the problems of Covid-19 from a multi-dimensional perspective. It discusses the economic challenges, the mediatized projection of the global pandemic, media and its engagement with the academic landscape during Covid-19, media and the psychological implications due to pandemic-based isolation, the impact of the pandemic on print and advertising media, changes in the art of reporting during the pandemic and changes in the forms of protests and social movements through media, etc.

This book has been developed keeping in view the broader reach of inter-disciplinary engagement and hopes to target individuals from both the academic and professional landscape who are eager to understand the concerns of this global pandemic of Covid-19 from various multi-dimensional perspectives. As an editor of this book, I would like to congratulate Dr. Durgesh Tripathi for having such strong contributors from the academic fraternity who believed in his vision and devoted their time and energy to the development of this book. I see it as a strong 'intellectual bonding' over this critical issue which gave us an opportunity to come together and explore different facets and challenges of this pandemic and share it in the form of this academic literature. I am also very grateful to "University School of Mass Communication, Guru Gobind Singh Indraprastha University, New Delhi", for creating this realization of a collaborative effort of this kind and a labour of love and commitment towards the students of different disciplines. I hope this book will be helpful to students from various inter-disciplinary backgrounds as every chapter in this book has been designed to be 'student-friendly' and also at the same time can handle the theme and the author's independent opinion on the issue.



Ajay Kumar Gupta

Acknowledgment

C OVID 19 is an unprecedented event in our lives. It began as a health emergency but went on to disrupt all spheres of our lives. It has altered the way human beings operate and an extremely skewed mapping of what the future holds for all of us. This book is an endeavor to understand the socio-economic changes that were brought in by the pandemic. Thus, it is a feat in itself to be able to bring out a book when the world is still recovering from the crisis. However, the achievement is not mine alone. Many committed individuals worked 24*7 with me to bring out the book in such a short period.

In the beginning, I am grateful to my university, Guru Gobind Singh Indraprastha University (GGSIPU), New Delhi, India for their valuable and round-the-clock support offered to me during the period. This book would not have been possible without the patronage and motivation provided by Prof. (Dr.) Mahesh Verma, Padma Shri Awardee and Vice-Chancellor, Guru Gobind Singh Indraprastha University, New Delhi, India.

I have received constant encouragement and endorsement for my initiatives from Professor A K Saini, Chairman, IIQAC-NAAC, GGSIPU, and Professor Anup S. Beniwal, Dean, University School of Humanities and Social Sciences, GGSIPU. I would like to thank them for being the pillar of strength. I would like to thank Dr. Sachin Bharti and other faculty members of University School of Mass Communication, GGSIPU for their unwavering belief in my work and academic endeavours.

I am grateful to the contributors of the chapters for sharing their insights and expertise for the book. These are challenging times for academicians all over the globe as most universities shut their campuses and went online. The time provided to the professors to understand the new online milieu was almost negligible. Academicians not just had to learn the new technologies but deliver their lectures on a timely basis as well. They were also bestowed with the additional responsibility of becoming counselors for their students in these depressing times. Yet, most of them could spare time for their academic research and their contribution is noteworthy. I am highly inspired by their dedication to academics and work ethics.

The next important contribution to this book has been from the Academic Reviewers who provided their critical inputs for the book and helped to improve the body of knowledge. I am thankful for their reviews, suggestions, and inputs for each chapter. They prioritized my work over their schedules so that we could finish the book within deadlines.

I am thankful to my research scholars Mr. Namit V. Singh, Ms. Priyanka Sachdeva, Ms. Ritu Yadav, and Ms. Surbhi Tandon for their help and support in the research, compilation, and documentation of the book.

I am grateful to my publisher HP Hamilton Publishers, London, the United Kingdom for providing me with the opportunity. I would remain indebted to Mr. Shiv Chandra Singh, Business Head-India, HP Hamilton Press for his cooperation and coordination at each stage of the publication process.

Last but not the least, I am grateful to my family members for their unconditional support and unshakeable belief in me and my work. I would like to particularly thank my father, Prof. Ramashankar Tripathi for being the anchor of my career and a source of inspiration in all stages of life.

Dr. Durgesh Tripathi

Dedicated to Front line Health Workers and
Journalists who lost their lives while covering the
Pandemic and those who are still reporting in the
field to get us latest updates despite the virus
vulnerabilities

Academic Reviewers

Sincere thanks to all the academic reviewers

- Professor David Hind, President, Asia Pacific Institute for Event Management (APIEM), United Kingdom
- Jatin Srivastava, Director, E.W. Scripps School of Journalism. Ohio University, USA
- Michael Prieler, Professor, The Media School, Hallym University, Republic of Korea

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PART-I
GLOBAL OUTLOOK

Chapter 3

Teaching and Learning Cultural Change in Higher Education during the Disruptive Time

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Introduction

The rapid growth and development of technology continue to transform the way we teach in the higher education system and help to prepare the next generation for a rapidly changing landscape. Education models must adapt to equip the learners with the future skills to create a more inclusive, cohesive and productive world. (World Economic Forum, 2020). The shift in teaching delivery will open the doors to attract more students nationally and increase the number of international students, whereby it will have a dominant effect and benefits many industries, including the economy of the country. Globally, the education system has been intensely affected in all areas of teaching, research and service due to this pandemic COVID-19 (De Vaney et al., 2020). Thus, there is a major disruption to the education system during this COVID-19, which is still being understood due to the severity of its effects. The COVID-19 crisis is not just a health crisis but it is rapidly imploding into a serious economic, health and social affects due to its sudden onset with flow on effects felt in the education sector (Ratten. V., 2020). Educational innovation as a significant form of innovation has received scant attention in the crisis management literature (Ferreira et al., 2018).

According to UNESCO (2019), the number of international students have tremendously increased from 2 million in 2010 to over 5.3 million globally in the higher education sector, where half of them enrolled in the developed colonial countries and another half into Asian continental. In Malaysia, the average expenditure of an international student is from RM46,000 to RM88,000 per annum, which contributed an average of RM7.2 billion per year from various revenue sources, and predicted to generate up to RM 15.6 billion by keeping the target of 200,00 international students by the year 2020 (Datuk Mohd Ghazali Abas, 2019.) The increasing number of international students in Malaysia, especially in the higher education sector, would contribute to the country's economic growth by having a multiplier effect with the entry of international students and academic staff particularly in the month of March each year (Bernama, 2019.) However, it has become silent due to the COVID-19 pandemic outbreak, when the movement control order came into effect. Some netizens were quick to claim teachers were having an easy time to teach remotely, causing students to fall behind in their lessons. The truth is the class goes on and teachers have to ensure lessons continued through online platforms as required by the Education Ministry (KPM). The global lockdown of education institutions has caused significant interruptions in students' learning and disruptions in internal assessments. It has also led to cancellation of public assessments for qualifications or have been replaced with an inferior alternative as moving into online or remote teaching is on an untested and unprecedented scale. In these times of adversity, we are facing with challenges – social, economic, and environmental – driven by accelerating globalization and a faster rate of technological developments. At the same time, those forces are providing us with myriad of new opportunities for transformation in higher education. With the recent transformation experience into remote/online teaching among the higher education institutions, it has shed lights on flexible approaches to teaching for higher education.

This chapter aims to provide the higher education community to develop a new digital eco-system to attract the international students enrolment by redesigning the program as this outbreak has caused seismic cultural change in the teaching and learning among the higher education institutions. The redesigning of the curriculum which can increase the percentage of online learning content will attract international students and it can also maintain curricular coherence despite contextual changes globally. This is particularly relevant as many countries have imposed travel restrictions in times of COVID-19 hence lecturers must move forward to embrace the new cultural change in teaching and learning. This chapter will identify the need to move from emergency remote teaching to resilience pedagogical approaches. This chapter will also share the outcomes through a community-oriented massive open online course as there will be changes in learners culture as well as their expectations in the new phase of teaching and learning globally. Throughout the chapter, the authors have discussed the paradigm

shift in the teaching and learning using the gamified approach as an alternative assessment, introduction of neo-classroom revolution, moving forward with the heutagogy, use of online platforms and the academic research transformation during this disruptive time.

Learning Always Happens: Embrace Technology during the COVID-19 outbreak

During to the COVID-19 outbreak, education institutions around the globe are faced with unprecedented challenges, but one of the strategies embraced by many higher education institutions is to migrate from face-to-face learning into virtual learning commencing from March 2020 onwards. This strategy is in line with the requirement of social distancing and to protect the well-being of lecturers and students during the lockdown as announced on 15th March 2020 in Malaysia. Beyond the usual teaching pedagogy, an engaging online teaching and learning approach using various platforms such as ZOOM, MS Team, WhatsApp and Telegram have been adopted by various educators in Malaysia. The adoption of online platforms highly supports the development of twenty-first century learning capabilities through the features of breakout rooms for group discussion, screen sharing options and lecture recording. Such features have received positive feedback from the student respondents as majority of them have utilized the online platform (such as Zoom, MS Teams and others) features from moderate to extensive as they found that the online platforms are easy to use, useful for their learning. Some also found that online learning to be relaxing as it does not affect their learning and communication. Other student respondents also shared that they felt enjoyable as it was their first online learning experience. Many students commented that the synchronous learning was excellent as compared to the asynchronous learning mode. The student respondents have also indicated that they prefer other lecturers to use this platform during the virtual learning period. Some students have also shared that they enjoy the chat options which is used as a platform to post the questions during the group presentation as peer -evaluation. In future classes, many educators in Malaysia planned to prepare some activities in the Zoom breakout room, whereby it will create more space for student interaction among the peers and faculty in a collaborative way.

Academic Research during Disruptive Time in Higher Education

The global impact of the lockdown of higher educational institutions has caused a significant interruption in the student learning process. The uncertainty of the crisis manifested the dilemma of stakeholders between closing institutions or keeping them open. Such disruption has undoubtedly made the institution bodies to develop alternative measures for the way forward, engaging students and academics through digital platforms. This crisis has exposed many inadequacies and inequities in our education systems such as challenges to collaborate in a new way and lack of preparedness towards going digital. The intention to continue existing research

work in this crisis has given no exception in academic research criteria. Although many academics had virtually collaborated for their research development before this crisis, it has never happened on such a massive scale. With the limited access to basic technologies, lack of availabilities of physical secondary data sources, lack of physical research space with work from home circumstances, and professional stress of uncertainty have greatly hindered the academic research activities. This scenario is similar to every institution around the world; however, switching to the virtual collaborative space and e-learning process has eased many academic's concerns; nevertheless, this cannot be generalized easily. The recent transitions in the workspace have forced academics to support student needs, administrative activities, and online teaching. Hence, it has also significantly impacted academics' ongoing research activities. This pandemic's impact has extended towards global mobilities of academics for research conferences and symposiums, visiting research scholars, and research workshops restricting them sharing and learning from those sharing sessions.

Not with standing these concerns, many academics in higher education have embraced these changes and made progression towards new normal in academic research through various virtual engagement research space. Many institutions with research priorities have proactively assessed their institutional intelligence to survive this current situation and adapted various online engagement platforms to minimize the severity of the impact. Furthermore, engaging their academics into virtual research collaboration has reciprocally created opportunities and benefits. Virtual conference, webinars, virtual panel sessions, online training, virtual research workshops are just a few of many ways the researchers have engaged themselves and embark upon more collaborative research initiatives globally. Respectively, those virtual platforms have encouraged many students and academics to upgrade their professional qualifications and education level as reported by OECD (2020) where there has been a significant increase (22%) in doctoral programme intake globally.

Interestingly, with the limited funding available for academic research in this current situation, there has been an increased number of virtual engagement sessions happening around the world by established researchers and so as the increased numbers of research publications by the academic researchers. With the current pace of expansions within the virtual space for engagement, new horizons for research areas and initiatives are undertaken every day by academic researchers. The rapid speed of growing formalized research contents, variations of secondary research data, remote learning contents, complimentary research workshops, attractive institutional Massive Open Online Courses (MOOC) packages, increased participation in online research seminars and online courses are elevating the role of academics and students from imparting received knowledge towards working as co-creators of knowledge, as coaches, as mentors,

and as evaluators. Paradoxically, academic researchers have experienced more remote interactions, although it was previously possible but was not widely used. Since this current online engagement is the only option at the moment, it has enabled new articulations that have proved to be fruitful. From the cultural aspect, many academics with similar ideas and cultural backgrounds have embarked on a new journey of collaborative writing research articles and proposing collaborative research projects. However, the crisis followed by a conscious effort to re-activate the imagination and creativity can create opportunities for the researchers to engage in a more meaningful collaboration.

Despite the fact that the pandemic has created pragmatic shift in academia, it has nonetheless opened up new doors of opportunities towards a new future for academic researchers and students. Within the capacity of institutions to make learning happen in the domain of academic research, it is quintessential to make a collaborative engagement for the learners, productive remote learning, and perceived value of learning. Additionally, engagement towards academic research is often influenced by the learner's level of motivation, focus, and cognitive ability as well as online delivery design regarding contents and facilitation style. In application, there are three primary components of learner engagement; behavioral, cognitive, and emotional. In the context of academic research, the facilitators are aware that learners are engaged if they exhibit behaviors, thinking processes, or emotions that are connected with the deliverables. Educators' engagement towards learners has an enormous impact on the outcome of the research, their experience, and their self-efficacy. With the recent shift in teaching culture in higher education in this crisis time, figuring out how to effectively engage learners has always been a complex challenge for educators. Recognizing the critical importance of engaging learners towards academic research based on their personal needs and selecting the strategies that work for them and their contexts of academic research could aid this shift of paradigm of teaching culture.

Redesigning Assessment with Alternative Assessment Approach in Disruptive Time

In relation to student learning assessment, it has significantly been disrupted as a result of the lockdown, affecting all students around the globe. Students' motivations were at all time low where they had to shift the way learn from the traditional face-to-face methods on campus to fully experiencing virtual learning in an ad hoc manner. The shift in learning has also raised concerns on the manner in which students can be assessed. In times of adversity, one university in Malaysia has encouraged lecturers to adopt 'alternative assessment' which differ from traditional assessment methods such as written assignment and on-campus final examination (Shahbari & Abu-Alhija, 2018; Watt, 2005). Alternative assessment is essentially a holistic and constructive form of learning that allows a full approach of their assessment (Petre, 2017). Through alternative assessment, students are

encouraged to be original and innovative in their way of thinking which provides an alternative manner on how they will be evaluated (Petre, 2017).

An example of alternative assessment is the use of gamification in assessing students' learning. Gamification involves a process of applying game mechanics or game elements into non-game-based contexts in an attempt to achieve learning outcomes (Schöbel et al., 2020; Bai, Hew & Huang, 2020; Sanchez, Langer & Kaur; 2019; Zimmerling, Höllig, Sandner, & Welp, 2019). The common approaches of gamification in education include the use of badges, points, progress bars, prize rewards, trophies, avatar and leader boards (Barata, Gama, Jorge, & Gonçalves, 2017). With the use of gamification as part of alternative assessment, it can serve as an efficient tool to stimulate students' thinking, to promote active participation in online class, increase their level of motivation to learn remotely, receptive to engage in virtual collaborations and to have friendly competition with peers albeit in a borderless learning platform (Zainuddin et al, 2020; Oprescu, Jones, & Katsikitis, 2014).

When the movement control order was declared in March 2020, a legal educator at the University in Malaysia adopted gamification to assess students' level understanding during tutorial sessions. Given that the tutorial sessions had to take place via Zoom platform, the legal educator introduced points system for English Legal System and Land Law I modules to reward students for their early attendance, effort to provide answers or thoughts and additional points provided for correct answers – all in virtual platform. The points are provided using game cards and the points rewarded will be randomized depending on the numbers displayed on the game cards. The cumulation of points will be recorded on excel sheets where students are able to monitor their own performance and progress for each tutorial session. The adoption of gamification will motivate students not only to attend virtual tutorial session early but it will also stimulate critical thinking in virtual class. Students will be driven with the points system to achieve more points as these points reflect their own level of understanding for the topics assessed. At the end of the semester, the points will be tabulated and the top 5 performers in each tutorial group will receive a prize gift sponsored by Malaysia Competition Commission.

Another feature of gamification is the adoption of augmented reality learning ('AR'). AR was also embedded into teaching and learning law virtually. AR involves real-time interactivity with two or three dimensional virtual objects overlaid on a real-life environment (Amirnuddin & Turner, 2020; Ib..ez., M.B & Delgado-Kloos, 2018; Santos et al, 2014; Azuma, 2001; Milgram and Kishino, 1994). The adoption of AR in gamifying legal learning virtually provides a novel way for law students to interact with information which can prepare the students to face challenges in legal practice despite learning law remotely. The interaction using AR can enhance students' learning experiences where they are provided with a platform to be creative, innovative and to think outside the normal accepted parameters (Amirnuddin &

Turner, 2020). The students are required to scan a particular image on TIMeS (Taylor's Learning Management System) using Zappar mobile application and two dimensional video will appear on students' mobile devices. Upon learning law via the 'superimposed object', students will also receive an instruction to complete an activity in groups. Students are required to create an AR poster to provide solutions based on the issue presented on the 'superimposed object.'

The objective of the AR activity is to assess students' ability to work in groups, interact, delegate tasks, conduct research and provide effective presentation despite each and every student being confined to their homes. The AR learning promotes remote collaboration since students and lecturer are in different locations (Amirnuddin & Turner, 2020). This has been said to be an important characteristic for graduate work readiness given that the future work environment will involves colleagues collaborating virtually across multiple locations with the use of technology to communicate (Eleftheria, Charikleia, Lason & Athanasios; 2013).

Gamification method as part of alternative assessment is an uprising trend in education to stimulate, motivate, engage and enhance students' learning experience. By gamifying borderless learning in times of COVID-19 pandemic, it can promote intuitive interaction, stimulate creative thinking, stimulate visualization of issues, facilitate virtual collaboration, encourage life-long learning, enhance digital literacy, promote global perspectives, sharpen students' problem solving skills and critical thinking, enhance teamwork skills, increase creativity and confidence level and encourage engagement with the real and virtual world (Beard, Schwieger & Surendran, 2007; Billinghamurst & Duenser, 2012; Chang et al, 2010; Dede, 2009; Draycott & Rae, 2011; Eleftheria, Jones & Iredale, 2010; Fiala, Gertler & Carney, 2014; Jameson, et al., 2016; Rao, 2014; Sail & Alavi, 2010; Sotiriou & Bogner, 2008; Taylor's University, 2017; Amirnuddin & Turner, 2020; Turner, Amirnuddin & Harmahinder, 2019; Turner & Mulholland, 2017).

The Neo-Classroom Revolution. A New Reality

Another hallmark of COVID-19 pandemic is that our reality in education has changed with the emergence of the new classroom. New approaches in emergency remote teaching and online teaching/learning are redefining educational technology and online pedagogies around the world. It has been almost a year since the pandemic erupted and the education industry has witnessed the transformation of classrooms of emergency mode or crisis mode to a new classroom design. The need for emergency measures to teach online has developed into the panacea for the online classroom in the neo-classroom revolution.

Educational institutions in many countries had adapted to online streaming, broadcasting of lecture lessons, online training, online tutorial discussions, online meeting discussions, and live assessment to students and was what appeared to be

an alternative form of practice even before the global pandemic. This practice of online teaching and learning or the application of flipped classroom measures was a norm at certain intervals during academic semesters with fluctuating frequencies such as once a week or once a fortnight. This meant that applying online teaching and learning emerged as a novel/purposeful approach and almost exclusively done for the purpose of distance learning such as reaching out to students in remote areas or other countries.

In current times and in the foreseeable future, attempts to experiment with online teaching and learning have become more frequent, almost on a weekly basis, and was beginning to take shape towards the end of 2019. When news of the pandemic broke out in early 2020, causing a global interruption for educators worldwide, educational institutions in many countries began to apply online teaching methods and learning measures immediately (Crawford et al., 2020). Emergency Remote Teaching and Learning (ERTL) became the measure for all educators to adapt to during the crisis. Nevertheless, the outbreak of the COVID-19 pandemic allowed a seamless transition from ERTL to a new form of an Online Teaching and Learning approach, applying varied online pedagogical measures which in a matter of months transitioned itself into a new form of teaching and learning culture.

The emergence of this new form is being unravelled on a rate that is so much faster than we could possibly imagine due to the integration of new online communication technologies. However, labelling the new classrooms as 'online classrooms', emergency remote teaching, remote teaching and learning, and borderless learning signifies the emergence of the neo-classroom. The emergence of a new acceptance with the integration of online teaching measures are being integrated into every aspect of lesson deliveries. The application of these online interactive measures could enhance every teaching and learning moment. It would then not matter if remote areas of the world with varied internet access may limit the bandwidth for only audio communications or limited streaming capabilities. Whatever the case, the classroom will never be what it used to be. The classroom then is not based on crisis mode. It would no longer be considered as the panacea for our pedagogical problems nor being labelled as the new-normal, but rather it is a part of the educators' creative investment into innovations, inventions, and creations of what is possible within the realm of online deliveries.

Educators appear to be at an impasse concerning the perception of their current reality and feeling trapped in crisis mode. The matter of choices, skills, knowledge in using online applications, or experience in online communication, and at times, emotionally impacted disruptions caused by the global pandemic have thus defined the design of the new classroom. Crisis and problems are the heart of design thinking (Brown, 2013). The teaching and learning population are the heart of the neo-classroom design. The results of the new classroom now are also evolving. New iterations of the neo-classroom design will continue to emerge as new solutions

are applied. Innovations which take place during this time will signify new inventions and knowledge and this is the new practice for now or how it appears to be with the goal of making cyberspace or the virtual space as the heart of teaching and learning practice.

Against this backdrop, it can be said that the classroom of today has been augmented through drastic means. The rush for adapting to online remote teaching and learning has evolved our classrooms, and the perception of face to face sessions have taken on a new meaning. The neo-classroom movement is more than what an educational approach appears to be. The neo-classroom movement is the emergence and the augmentation of a new culture of educators whose ideas will continue to define and create meaning during times of crisis.

Learning & Development in Entrepreneurial Education

In relation to entrepreneurial education, Mohgoub (2020) stressed that it has to be combined with reflection, innovation and learning principles. Andragogy addresses these principles as teaching and learning process that merges the adult learning principle of experience and self-motivation to thrive in their respected field (Knowles (1970). However, the post-millennials who are just about to move out from the formal education system may not have gathered sufficient experience to do so (Moore et al, 2017). Heick (2018) explained the need to employ the right teaching approach according to the level of the students and situation.

Table 1: Pedagogy, Andragogy and Heutagogy

	Pedagogy Children learning	Andragogy Adult learning	Heutagogy Self-directed learning
Dependence	The learner is dependent personality. Teacher decides what, how and when to study.	Learners are independent. They are autonomous.	Learners are independent. They identify what to learn and how to learn.
Focus of learning	Learning is subject centered, focused on prescribed curriculum according to the subject matter.	Learning is task or problem oriented.	Learners use prior experience or critical thinking by enabling pro-activity.
Role of the teacher	Design the learning, material, and process.	Enabler, or facilitator, respect, and openness.	Develop learners' capability in self-efficacy, creativity, being sustainable.

Source: Modified from Heick (2018)

According to Chander et al. (2020) learning and development should not be construed exclusively from a pedagogical approach. Knowledge delivery is dependent on the level of the learner, role of the teacher and scenario of the learning environment. The difference between the teaching and learning process of a child and adult was highlighted by Knowles (1970) and Loeng (2020) where the adult individuals take the initiative in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing learning strategies and evaluating learning outcomes. Recognizing this gap on learning and teaching methodology to build entrepreneurial competencies, Kyro (2008) suggested a framework that combines aspects of learning process, individual learning competences and the teaching process towards new approach to plan, conduct and evaluate the outcomes and impact of entrepreneurship education.

According to Hase & Kenyon (2001), heutagogical approach recognizes that although the educator provides resources to the learner; it is the learner who designs and negotiates the learning (Bucura, 2020). This flexibility is vital as the learner determines issues of their relevance and interest allowing them to take control of their own learning. Heutagogical approach can be observed in Action Learning and Action Research methods which are very much learner-centric and not teacher-centric (Hase & Kenyon, 2001). In action learning the function of a coach is as an enabler, collaborator and challenges assumption and the approach is not directive (Mezirow, 1991). This is further supported by Mc Loughlin & Lee (2008) in their framework of Pedagogy 2.0 where 3 elements of Personalization, Participation and Productivity are merged demonstrating the importance of choice, flexibility and self-directed learning.

Rogers (1969) and Wong (2020) suggested that we cannot teach another person directly, but we can only facilitate learning. In schools and formal education's systems, teachers' roles and functions will expand towards becoming a mentor, facilitator, coordinator and coach which means teachers' education systems must change as well to enable and empower them for the growing roles (Scott, 2015). In 2010, the American Association of Colleges for Teacher Education (AACTE) and the Partnership for 21st Century Skills (P21) produced a paper to start conversation on how to prepare teachers and educators to integrate the 21st century knowledge and skills into their classrooms. A series of three papers were produced by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2015 to discuss the Future of Learning focusing on twenty-first century learning content, competencies, skills, pedagogies and learning environments. Currently there is a global move towards transforming learning in schools and other formal education system but most of the efforts seen are still in the direction of upgrading pedagogical teaching. Consideration should be made to allow heutagogical learning through methods such as coaching and facilitation in order to enhance skills among the post-millennial's learners.

According to Moore et al (2017) the post-millennials prefer self-paced learning, independence and collaboration and prefer learning facilitators and coach to guide them develop necessary skills. It is important to allow the intrinsic searcher within the learner to emerge and seek the knowledge they require and believe in according to Hase (2011). This is where the role of the educator changes from being directive to being involved with the learners through listening, questioning, collaborating and finding resources in order to find solutions and ideas.

The corporate leadership and organizational development see a growing need for such skills and according to Pedler & Abbott (2008) action learning discipline and methodology allows this practice. Action learning principles based on questioning and reflection stimulates the learning at individual, team and at organizational levels according to Marquardt & Waddill (2010). Such a system that allows team coaching will help team members to develop their own individual skills as well as team skills simultaneously thus creating individuals who can contribute to an organization within their sphere of influence (Rezania 2008). Taking into consideration the importance of self-directed learning, the flexibility of facilitation and the powerful outcome realised through team coaching, policy makers should consider applying these concepts into the formal education system. While pedagogical teaching is still important in delivering certain core subjects, coaching and facilitation should be incorporated in skill and competencies development (Kassam et al, 2020). The need to mode from pedagogical teaching approach towards heutagogy is essential especially during the pandemic era. This is to empower the students towards self-directed learning.

Conclusion

The advancement in the information and communication always have an impact on the social- cultural changes driven by the technology shifts and transformation and it also applies to the education sector. As the entire world have embarked on a biggest leap in education to shift into virtual learning, some of the challenges faced by the educators during this pandemic are in relation to students' attention and discipline. Education in general requires discipline, but online learning has resulted in lecturers to have lesser control over students' learning as the entire learning time and engagement is controlled by individual learners in their own learning space which is Learn From Home (LFH). Due to increased pace of digital learning, there are changes in the delivery among the faculty fraternity by implementing new digital tools in the online classroom to improve the learners attention, engagement and enhance the virtual learning space. It is important to measure the new learning approaches using a systematic review and feedback from all the stakeholders. The COVID-19 pandemic has directly and permanently changed the face of education sector and in the foreseeable future, it is highly likely that there will be new kind of preference amongst the student and educators to study and work online as it will be the new norm globally. Despite challenges in this disruptive time, there are potential

opportunity especially in the education sector where the educators have to be more resilience and creative to integrate new innovative way of teaching in their respective field of expertise. The discussions in this article provide insights, suggestions and ideas to be receptive of cultural change among all the stakeholders in the learning environment to embrace digital, collaborative and sustainable way. The COVID-19 pandemic has changed the current classroom culture through the transition from face-to-face to remote/online learning, managing the learning assessment in the asynchronous classroom through the gamification, effectively managing the synchronous learning such as group presentation using various online platforms, parental or student anxieties regarding the lack of technology skills, challenges in meeting the peers and their support in various assignments, managing the communication among the learners and finally the students engagement and their acceptance in the new education system-pandemic pedagogy.

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