

## The Alteration of Teaching Tendency in View of the Corona Crisis, the Use of Electronic Communication Technology

Shimon Shatzmiller\*, Rami Krieger and Inbal Lapidot

Department of Biological Chemistry, Ariel University, 40700 Aruel, Israel

### \*Corresponding author

Shimon Shatzmiller, Department of Chemical Sciences, Ariel University, 40700 Arirel, Israel

Submitted: 30 Aug 2020; Accepted: 02 Sep 2020; Published: 10 Sept 2020

We got to a crossroads; we got from what we assumed was normal; things suddenly turned upside down. One of our main tasks now - for those of us who are not infected (yet ?), not working on the front line and not facing other economic or housing difficulties - is to understand this moment, what it may require of us and what may make it possible [1, 2].

A catastrophe is changing the world and our view of it. Our focus shifts, and what matters is the shift. What is weak is broken under new pressure, what is strongholds, and what is hidden rises. Change is not only possible, and we are carried away by it. We change as our priorities shift, as the increased awareness of mortality causes us to awaken to our own lives and the preciousness of life. Even our definition of "we" may change when we break up with schoolmates or co-workers and share this new reality with strangers. Our sense of self usually comes from the world around us, and right now, we find a different version of who we are.

When the epidemic obscured our lives, people around me feared they were having a hard time focusing and being productive. It was, I suspected, because we were all doing a different and more important job. When you recover from an illness, pregnant or young and undergo a tumor jump, you work all the time, especially when you seem to be doing nothing. Your body grows, heals, turns, and works below the as we struggled to study [3]. The anxiety threshold of consciousness. The science and statistics of this terrible lesion, our souls did something equivalent. We have adapted to the profound social and economic changes, we have learned the lessons that disasters teach, and we have equipped ourselves with an unexpected world. The transition from the physical world (the direct physical eyesight contact and feel of the body language of the instructor and colleagues in a meeting) to the virtual world essentially requires a significant reset to how teams come together and deal with difficult issues in new and unfamiliar environments.

### Remote Teaching and Virtual Instruction

Remote work, online meetings and virtual classes are not new practices. But, they have become - overnight - the new way of doing business for many professions [4].

In the midst of COVID-19, more people than ever - including college professors, professional development coaches, music teachers, therapists, financial advisors and others - need to move their job roles completely distant. And unfortunately, many of these people make this move with minimal experience without the technology and tools they need to deliver high-quality content and experiences to their audience.

Such a massive change in the way you work and communicate with the people you want to help can cause a lot of stress or raise a lot of questions, with the first being "Where do I even start?" This is what you need to know to choose the tools and equipment needed to create content and teaching remotely, virtually.

### Bypassing the restrictions imposed by the crisis

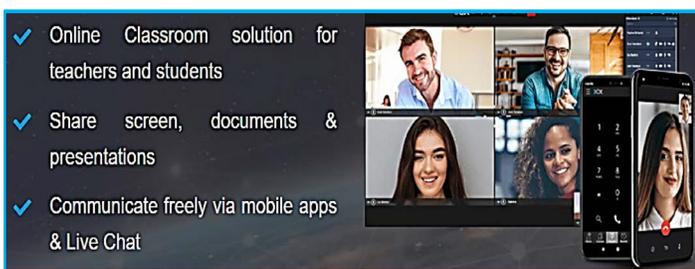
The use of electronic communication is forced by the demands of isolation and closure-measure used to slow down infection due to the spread of the illness-causing virus. Changing dynamics of psychoneuroimmunology during the COVID-19 pandemic [5].

Students, as many individuals, suffer at this time of fury, the loss of confidence in themselves, since nothing around, including the social contact at class or conference, the loneliness hurts and the general health situation is in decline, along with the general physical condition that worsens along with the immune system that loses slowly its protective efficiency.

### Transition to E-Learning during closure

While schools are forced to close around the world, the demand for digital change in education reached new heights. Many educators struggle to deliver lessons online quickly and painlessly.

It is difficult for students to keep track of class assignments when teachers are not there face to face. With a free web conference, live chat, and mobile apps offered by suitable computational platform, the hope teachers, students, and parents could continue to connect and continue to collaborate in virtual classrooms.



Transition to E-learning during the lockdown (3CX platform, credit ref [6])

### Remote teaching through virtual classrooms

With an activatable focused communication platform like 3CX, designed for web conferencing, you can host virtual lectures with your students, enjoy the benefits of face-to-face communication and collaboration. Participants can join from their desktop, iPad, tablet or mobile telephone, allowing you to conduct your home safety lessons. Up to 25 students can connect simultaneously and make it perfect for large-scale university lectures as usual.

### Collaboration with colleague and parent

Update parents and guardians on the latest developments in the school during the lockout. With the 3CX Live Chat & Talk plugin, you can quickly and easily add live chat support to your school website, allowing parents and students to chat or call in real time. In higher education institutions, live broadcasts can be used to maintain working hours that comply with the protection procedure, so that colleges can get answers quickly and check their work. What's more, students and parents can communicate with the 3CX smartphone apps and a web app for making and receiving calls, chats and more.

Here is a work from 2013 in regard to remote teaching in Australia, dated 2013, but may be dealing with an urgent actual issue [7]. It draws on the results of a 4-year-old project in which complex teaching served as the basis for reform of mathematics teaching in remote Aboriginal communities in Australia. The work describes the overall project in terms of goals and aspirations to study mathematics among distant native Australians. Knowing that the approach was successful in a diverse setting in California, the project team sought to implement and evaluate the possibilities of such reform in a context where the need for culturally responsive pedagogy was critical. Elements of complex teaching have offered considerable opportunities to align with the cultures of remote communities, but with the recognition that certain elements will not be allowed in these contexts. Complex teaching also edited deep knowledge in mathematics rather than token, poor mathematics. The strategies in complex teaching have enabled mathematical and cultural scaffolding to promote deep learning in mathematics. Such an approach is in line with current Australian education reforms in which learners have high expectations in order to disengage from the deficit thinking that has permeated much education in remote Australia. The overall intention is to demonstrate what pedagogies are possible within the constraints of the distant context.

The corona plague is forcing us to develop a new method of communication between teachers and students. But this is just one of the feces of the transition from the real world to the new real world, which is mostly virtual and digital and is based on a complex electronic system ranging from sound engineering, through video world control to an updated approach to the pedagogical world.

Indeed, our Prime Minister thinks that all of these can be overcome "on the move" but he is wrong: this is a new and serious matter that requires knowledge, experience and deep thought. In particular the combination of the electronic and digital and technical media world with the pedagogical-media world and understanding the psychology of this transition and activity accordingly.

It is no exaggeration to say that the current transition in human life to activity from home is similar in revolution to discovering and taking over fire in ancient times. Even then, the face of humanity changed and brought us to this point.

Well, these days a new industry is being created in Israel and around the world: the unemployed and the laid off, people with the new and abilities suitable for this tremendous change. The state must direct this industry to open up and establish this new industry.

Here is the place of the sound engineers, the commercial people, the psychologists and the pedagogues and the actors and the directors. There is a lot more to innovate and create here and a lot of problems to solve. While "in motion" will not work. A comprehensive, orderly and solid approach is required and the utilization of all these capabilities of those hundreds of thousands whose enormous potential is currently untapped. Please, act wisely and do so that this futuristic industry is not wasted, due to the confusing attitude of the inexhaustible faded man.

### Conclusion

The corona plague is forcing us to develop a new method of communication between teachers and students. But this is just one of the feces of the transition from the real world to the new real world, which is mostly virtual and digital and is based on a complex electronic system ranging from sound engineering, through video world control to an updated approach to the pedagogical world.

Indeed, our Prime Minister thinks that all of these can be overcome "on the move" but he is wrong: this is a new and serious matter that requires knowledge, experience and deep thought. In particular the combination of the electronic and digital and technical media world with the pedagogical-media world and understanding the psychology of this transition and activity accordingly.

It is no exaggeration to say that the current transition in human life to activity from home is similar in revolution to discovering and taking over fire in ancient times. Even then, the face of humanity changed and brought us to this point.

Well, these days a new industry is being created in Israel and around the world: the unemployed and the laid off, people with the new and abilities suitable for this tremendous change. The state must direct this industry to open up and establish this new industry.

Here is the place of the sound engineers, the commercial people, the psychologists and the pedagogues and the actors and the directors. There is a lot more to innovate and create here and a lot of problems to solve. While in motion will not work. A comprehensive, orderly and solid approach is required and the utilization of all these capabilities of those hundreds of thousands whose enormous potential is currently untapped. Please, act wisely and do so that this futuristic industry is not wasted, due to the confusing attitude of the inexhaustible faded man.

Despite all the best efforts, it is inevitable that the learning of some students will be harmed by the current phase of school closure. Policymakers need to plan the 'catch' now Programs when schools reopen. While the world waits for the Covid 19 vaccine. There remains the possibility that schools will have to close again and again and this is necessary design a more durable remote teaching infrastructure that will allow for better retention Continuity of learning at any future school closure. The current crisis provides as well opportunity to learn about the strengths and weaknesses of technology that can be used beyond the period of the Covid-19 crisis [8].

## References

1. <https://www.theguardian.com/world/2020/apr/07/what-coronavirus-can-teach-us-about-hope-rebecca-solnit>
2. "Pedagogical Guidance for Remote Teaching and Learning"; <https://teaching.uchicago.edu/resources/foundations-of-teaching-learning/pedagogical-guidance-for-remote-teaching/>
3. Shimon Shatzmiller (2020) "The Anxiety of the Public - One Most Destructive Contribution of COVID – 19". *Annals of Clinical Case Studies* 2: 1032.
4. Xavier Morera (2020) Beginner Tools for Remote Teaching and Virtual Instruction <https://www.pluralsight.com/blog/software-development/remote-instruction-tools>
5. Monojit Debnath, Michael Berk, Michael Maes (2020) "Changing dynamics of psychoneuroimmunology during the COVID-19 pandemic". *Brain, Behavior, & Immunity - Health* 5: 100096.
6. [https://www.3cx.com/phone-system/e-learning-software/?src=covidschoolenads&gclid=Cj0KCQjws536BRDTA RIsA NeUZ5\\_EcpD5XIqRe9NYPDTrL6MeXeV\\_tkbgrX3QnuC750QGaxrgqumpf9IaAkumEALw\\_wcB](https://www.3cx.com/phone-system/e-learning-software/?src=covidschoolenads&gclid=Cj0KCQjws536BRDTA RIsA NeUZ5_EcpD5XIqRe9NYPDTrL6MeXeV_tkbgrX3QnuC750QGaxrgqumpf9IaAkumEALw_wcB)
7. Sullivan P, Jorgensen R, Boaler J, Steve Lerman (2013) Transposing reform pedagogy into new contexts: complex instruction in remote Australia. *Math Ed Res J* 25: 173-184.
8. "Overview of emerging country level response to providing educational continuity under COVID-19" <https://edtechhub.org/wp-content/uploads/2020/04/summary-research-best-practice-pedagogy-remote-teaching.pdf>

**Copyright:** ©2020 Shimon Shatzmiller, et al. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.