# TEACHING PRACTICES IN THE NEW NORMAL: QUALITATIVE INQUIRY (SRI LANKA CASE)

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***Abstract.*** *The public education system shifted towards one centered on information technology due to the COVID-19 epidemic. Hence, in recent years, online learning has emerged as a substantial curriculum component at several educational institutions in Sri Lanka. The present investigation explores the pedagogical practices in Sri Lankan government universities in the new normal via a qualitative approach by interviewing eight instructors in eight public universities. The findings revealed that the pedagogy has shifted to an online context with the pandemic, and the education system continuously applies online teaching, assessment, and evaluation techniques. Teachers and students initially encountered various issues in the new normal, including technical difficulties, economic*

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*conditions, and a lack of available resources for integrating IT into the education pedagogy. Hence, current practices should continue facilitating digital infrastructure and blended approaches for better outcomes. The authors recommend that policymakers and authorities take high responsibility for building an effective IT-based strategy. It is vital to train educators and encourage them to fully utilize the recent movement towards online instruction by supplying all the necessary technological skills. Training educators and encouraging them to utilize the recent movement towards online instruction entirely is vital by supplying all the necessary technological skills. The government should provide essential infrastructure and facilities to institutions while working toward creating a welcoming atmosphere within universities. Giving encouragement and financial aid to students is critical to alleviating student pressures while transitioning to online learning methods. Policymakers must consider the significance of the human component and realize that technology alone cannot solve every problem. The present transition in the educational system demands implementing a strategic framework to identify the strengths and address the shortcomings.*

*Keywords: pedagogy; online learning; blended learning; information technology, education system.*

## 1. INTRODUCTION

El-Soussi (2022) and Nature Medicine (Ghebreyesus, 2020) argue that the COVID-19 epidemic offers a chance to reconsider long-held beliefs about schooling and higher education (HE). There is a growing agreement that "nothing could be worse than a return to normalcy," even though plans for the future of HE are diverse and hotly debated (Roy, 2020). Notwithstanding the challenges and lack of preparedness that educators, administrators, and institutions have encountered, a newfound openness to innovation and new forms of education has emerged. If previously, innovation and the quality of higher education were assessed by some scholars and practitioners based on the quantity of published articles in fundamental science and technology, indexed, for instance, in Web of Science (Hasanli & Shabanov, 2018), since 2019, researchers have increasingly shifted their focus to technological innovations in the pedagogical process (Wu & Liu, 2021, Chowdhury et al., 2023). Educators across all grade levels and settings felt the need to rethink their roles and ways of supporting students' learning tasks. According to Nordmann et al. (2020), the image of students as self-organizing learners, active citizens, and autonomous social agents changed in the wake of the general crisis the pandemic caused. Teachers must update their education in light of this transformation (Nugroho et al., 2021). Hollander (2021) defines this as "the epidemic dragging higher education back to school."

Several colleges began using technology to facilitate their academic and administrative operations during the remote work era. Many in Sri Lanka's higher education community consider the shift to online courses a fundamental break from the past. Most faculty and administration in Sri Lankan institutions have never worked with an online learning platform. Sri Lankan universities have constantly relied on the tried-and-true face-to-face pedagogical method. Hence, breaking this custom and conducting educational activities in a cutting-edge online setting is challenging (Vivek & Nanthagopan,

2021). Some schools are hesitant to dive headfirst into online education because of the challenges faced by faculty and administration. Teachers, students, and employees lacking proficiency in using contemporary tools and technologies find this challenging.

## 2. PROBLEM STATEMENT

The epidemic shifted the public education system towards one centered on information technology. The Sri Lankan government adopted various steps to lessen the financial burden on educators and students participating in online educational activities. As a part of this, institutions used their learning management systems based on Moodle. The government facilitated academic activities to continue using the Zoom app the Lanka Education and Research Network (LEARN) provided. Several internet service providers made their websites available to educational institutions free of charge. Towards the end of April 2020, the government removed the curfew throughout the country, and the University Grants Commission permitted institutions to resume their academic activities on July 6, provided they adhered to the established health norms. On the other hand, online learning emerged as a substantial component of the curriculum at several Sri Lankan educational institutions in recent years.

This study aims to explore the pedagogical practices of public universities in Sri Lanka during the new normal. This research focuses on the problems encountered by students, academic staff, and administrative staff at government universities while adjusting to the new normal of online education.

## 3. LITERATURE REVIEW

### *Impact of Covid-19*

The COVID-19 pandemic and its subsequent lockdown phases prompted focusing beyond routines and understanding the educators' role(s) as active and creative agents, negotiators, and integrators of digital and pedagogical resources into meaningful teaching-learning practices (Damsa et al., 2021). Therefore, in the past year, many studies have researched how educators responded to the urgent shift from face-to-face to online teaching and whether or not this transition has resulted in positive changes in the educators' implicit and explicit pedagogical models and strategies (Ghebreyesus, 2020; Sangrà et al., 2012). Additionally, In Sri Lanka, the media has worked hard to raise public awareness and continuously informs the public through mass media (Sarmatha, 2022).

### *Pedagogical Shift in the New Normal*

An intriguing study was conducted in Norway, a country at the forefront of building educational digital infrastructures but struggling with low levels of digital competence among its educators (Damsa et al., 2021). During the first month, those university instructors had to teach students remotely due to the COVID-19 lockdown, and the researchers sent out an online survey to 171 of those instructors. The survey inquired about the experiences, difficulties, and perceived effects of the online transition on students. Based on how many teachers used new online teaching methods, software, and support from others that they found helpful, the quantitative research produced three teacher profiles: Profile 1, Profile 2, and Profile 3.

Profile 1 teachers used relatively few online teaching methods, software, and support from others than Profile 2 and Profile 3 teachers. A qualitative study found that 36.7% of the participants, who were Profile 1 teachers, had a predisposition towards iterative, non-transformative agency, which meant that activity in developing contexts mirrored current practices. Teachers in the Profile 2 category (55.2% of the total participants) were more likely to demonstrate an agency type known as practical-evaluative agency. In this type of agency, teachers acknowledge the usefulness of technologies as alternatives to their regular practice but do not acknowledge their potential to trigger new approaches. Finally, only 8% of the participants who were Profile 3 teachers displayed indications of future-projective and transformative agency.

Scherer et al. (2021) performed a large-scale survey, to which 1144 educators (the number of respondents was later reduced to 740) from 64 countries responded, with the vast majority (more than 80%) of respondents from European universities. The survey was an adaptation of a validated self-efficacy scale called the T-PACK self-efficacy scale, designed specifically for the setting of online teaching and learning. In particular, it aimed to determine the pedagogical and content-related aspects of university teachers' preparedness for online teachings, such as their self-assurance level in technology-based content knowledge (TCK, e.g., implementing curriculum in an online environment), technology-based pedagogical knowledge (TPK, e.g., implementing different methods of teaching online), and technology-based pedagogical content knowledge (TPCK, e.g., using technology to predict students' skills or undetected weaknesses), among other things.

They found that university teachers' readiness for online teaching belonged to one of the three categories: (a) a low readiness profile, in which teachers rated poorly on both personal and contextual readiness indicators; (b) an inconsistent readiness profile, in which teachers rated poorly on TPCK self-efficacy and perceived online presence but highly on perceived institutional support; and (c) a high readiness profile, in which teachers rated highly on all readiness indicators. Membership in one profile or another was based on a range of criteria, such as previous experience with online teaching, the number of days spent preparing for the online teaching shift, and the number of days spent teaching online after the transition. According to these features, teachers felt more prepared to make the transition when they had greater immersion in the online teaching and learning experience (Archambault & Crippen, 2009).

Daumiller et al. (2021) conducted a study in Germany using online surveys. They pooled the results of students and teachers. 80 academics participated in the poll, and the vast majority (over 80%) reported having either no experience or minimal experience with online instructions. In addition, 703 students enrolled in the courses offered responded to the survey. Teachers' instructional achievement goals, defined as follows, were the primary focus of the survey administered to them: learning approach (for example, "I want to improve my competencies constantly"), performance (appearance) approach (for example, "I want to be perceived as competent"), performance (appearance) avoidance (for example, "I want to avoid being perceived as incompetent"), and work avoidance goals (for example, "I want to have as little to do as possible"). The faculty members' views were evaluated to determine whether they saw the rapid move to online teaching as a perceived

danger, a perceived positive challenge, or a perceived opportunity for competence development.

Overall, the investigation found higher means for feeling the positive challenge and perceived utility for competence development than for the perceived threat. This finding suggests that participating instructors' attitudes towards the change were generally more positive than unfavorable. Further, the teachers' learning approach goals were positively associated with perceiving the shift to online teaching as a positive challenge and opportunity. Conversely, the teachers' performance (appearance) avoidance goals and their work avoidance goals were associated with perceiving this change as threatening. This latter attitude of perceived danger was likewise connected to higher burnout levels and lower students' teaching quality judgments.

The findings addressing the level of readiness and acceptance of the transition to online teaching among university faculty members extended beyond Europe. Most participants of the survey by Marek et al. (2021) were from Asia (90.2%), which involved 413 faculty members. In the previous study by Daumiller et al. (2021), most participants had no prior experience with online teaching. In contrast, almost half of the participants (46.9%) in the study of Marek et al. (2021) used online technologies (other than PowerPoint or discipline-specific software) in their classes before the pandemic. This finding contrasts with the results of Daumiller et al. (2021). The participants' ease and comfort level in transitioning to online instruction during the pandemic may have been predicted based on this earlier experience when it was considered.

Another intriguing finding was that less than half of the participants used a learning management system given by the institution. Instead, most participants opted to use various alternative technologies available online. In their final responses, respondents highlighted the need to be flexible and have sound planning, indicating an attitude of "doing what it takes" to assist their children regardless of the situation. In addition to these findings, Ashour et al. (2021) performed an online survey with nearly a hundred higher education experts (university managers and professors) in the United Arab Emirates. The survey results showed that almost all respondents were confident that online learning was "here to stay and could make a much stronger contribution to higher education in the years ahead."

Findings from the students were contradictory, with research either pointing to the negative or the positive side of the transition that the institutions made to ERT. Daniels et al. (2021), reporting survey results with 98 undergraduate students from various fields of study at Canadian institutions, illustrate the "dark side" by presenting their findings as an example. The survey's purpose was to find out (1) the students' achievement goals, classified as mastery approach, mastery avoidance, performance approach, and performance-avoidance goals; (2) the students' behavioral, emotional, and cognitive engagement; and (3) the students' perceptions of cheating and success [kindly note that two multiple-item validated scales were used for (1) and (2), but only two Likert-scale items were used for (3)]. The students provided their self-reported responses to the survey items concerning two conditions: a past condition, which referred to the semester before implementing ERT, and a present condition (at the time of the survey), which referred to

the first semester in which ERT was implemented. Both conditions were considered when answering the survey questions.

The analysis findings revealed that students' accomplishment goals, levels of engagement, and perceptions of success throughout the ERT semester considerably reduced, while students' perceptions of cheating increased. Aguilera-Hermida (2020) presented similar results when conducting a mixed-method study with 270 students from North American universities. The study's objective was to uncover the students' attitudes, effects, and motivations concerning the educational delivery method and their perceptions of the challenges and positive aspects they faced during the COVID-19 period. Her findings confirm that the transition to remote learning was a negative experience for most student respondents. These students reported that learning online was more challenging and less motivating than learning face-to-face, primarily due to limited access to resources to finish their assignments and the lack of communication with their professors. Her findings indicate that the transition to remote learning was an unpleasant experience for most student respondents. According to Subashini et al. (2022), the good features mentioned were not connected to the educational experience; instead, they were connected to the fact that the students spent more time at home and less time in school.

### Academic Performance

Some data confirm that the academic performance of pupils during COVID-19 imprisonment improved compared to prior years. This contradicts the conclusions of Daniels and Gebhardt (2021) and Aguilera-Hermida (2020), which state that academic performance did not improve. For example, Hidalgo et al. (2021) compared the academic results of Telecommunications Engineering students in Spain during the COVID-19 pandemic with those of previous years. They used quantitative (academic records from 43 undergraduate courses) and qualitative (open-ended questions to course coordinators) data. They discovered that students' academic performances significantly improved during the first year of the epidemic (2019–2020) compared to their performance during the two years before the pandemic. They attribute this positive result to organizational factors, such as the high level of preparedness of the educational institution in terms of technical infrastructure, the existence of informal communication channels among faculty and administrators, and the existence of a semi-decentralized structure within the institution, which allowed instructors to quickly decide on tools, designs, and strategies to use in their classrooms.

Gopal et al. (2021) disclosed a positive correlation between the quality of the instructor, the course design, the promptness of feedback, and students' expectations on the one hand and students' satisfaction and performance on the other. A large-scale quantitative study conducted in India, including 544 student respondents, showed this. The results of an Australian survey revealed a range of experiences. Students have expressed appreciation for the enhanced chances for controlling their own time and the expanded selection of evaluation techniques made accessible to them. Wulanjani and Indriani (2021) indicated that academic outcomes had improved. Students unfavorably feedbacked when they had issues linked to technology when accessing the teaching staff was restricted and when teachers exhibited insufficient proficiency in utilizing digital instruments.

The challenges faced by instructors and students, summarized above, prompted the researcher in the year 2023 to research the various learning design strategies that instructors can implement to be able to teach online and the various ways in which instructors can support their students as they make the transition to online learning (Abeydeera, 2021). This requirement emerged due to an observed over-emphasis on the digital aspects of online language teaching (OLT), as opposed to the pedagogical expertise that goes along with digital competence. Our study in 2023 shed light on what Garrison and Kanuka (2004) and Anderson (2018) had claimed several years earlier: face-to-face and online teaching share the same values and require the same quality of teacher presence and support while monitoring the learning processes. In other words, face-to-face and online teaching are equivalent in terms of the importance of these values.

## 4. METHODS

### Research Model/Design

According to Bryman (2007), several theoretical perspectives may support qualitative research. These theoretical stances include constructivist-interpretive, critical, post-positivist, postmodern, and feminist. Data collection methods like interviews and observations exemplify the naturalistic approach underpinning the interpretive methodology. This investigation used the interpretivist method (Vivek, 2022). An inductive study design approach was used to investigate the instructional techniques utilized in the new normal at Sri Lankan government institutions (Vivek & Nanthagopan, 2023). The primary emphasis is placed on broadening our understanding of factors contributing to forming our current social environment. A qualitative methodology formed the basis for the research within the confines of this framework (Vivek & Nanthagopan, 2021).

### Sample/Participants

Faculty members of Sri Lankan public universities represented the study population. There are seventeen state universities in Sri Lanka, and the researcher chose eight lecturers from eight different state universities in Sri Lanka for suitability. These universities were the largest in terms of the number of students, and these universities were interviewed as they determined the trends in education in Sri Lanka. The researcher interviewed departments in each university responsible for organizing interactive learning during COVID-19. Respondents were selected from each department of 8 universities, and one of the most competent employees was selected for further interview. Furthermore, purposeful sampling is one of the most common data collection methods in qualitative evaluation. In this technique, evaluators talk to a study participant via an interview because the person in question plays a vital role in the research setting.

### Instruments and Procedure

Dyer (1995) states that primary data collection may be expensive and time-consuming. The key data sources are the most reliable and provide answers to the most significant queries. Personal interviews used structured questionnaires for data collection (See Appendix 1).

### Data Analysis

Since this research is qualitative, using complex statistical techniques and processes is optional. Hence, the researcher used descriptive analysis to convey the

results. After the interviews, conclusions were made using codified, synthesized, and conceptualized data.

### Ethical issues

Before initiating thestudy, ethical approval was secured from the relevant institution. All participants received detailed information about the research, ensuring transparency about its objectives and methods. Written informed consent was mandatory for participation. Participants were fully apprised of their right to withdraw at any juncture, with no repercussions. Confidentiality was a cornerstone of this research; participants were assured that personal data and responses would remain anonymous and be presented in aggregate form. Data storage followed stringent security measures, with only the research team having access to the raw data. Even though the research was deemed low-risk, participants were informed about potential emotional discomfort during interviews. Respect and dignity were maintained throughout the process, with participants feeling valued for their contribution (Dooly et al., 2017).

## 5. RESULTS AND DISCUSSION

The collected data was initially coded to generate keywords and phrases. Next, the researcher categorized the coded keywords and phrases to create the study themes. After this process, the researcher identified three themes related to the analysis part, namely "online adaptation", "challenging environment", and "facilitating growth" (See Appendix 2)/

**Online Adaptation.** According to most respondents, government universities adopted online practices in all aspects due to the COVID-19 effect. Many educators and colleagues working at the universities began investigating all available video-conferencing programs and platforms. In addition to the Moodle platform used by the institutions, other forms, such as Zoom, were used.

> *"The main change is that all lectures are conducted virtually. Lectures are using Learn, Zoom, as well as other video conferencing applications and software for conducting the lectures online."* (Respondent 2)

Many coworkers had generally favorable experiences while utilizing the Zoom platform. Hence, the universities decided to purchase Zoom Enterprise versions for lecturers' use. This was incorporated into the Moodle platform used by universities as a learning platform with the assistance of the university's software department. Currently, most student programs are held online, and unquestionably, the online format has proved to be the savior grace for completing degrees in times of difficulty.

> "Most of the lecturers transfer their teaching mechanism from offline to online. Rather than that, VLE utilization has become 100% now. Everybody is aware of and adapts to VLE. Even meetings like department and faculty, and senate meetings are going through online." (Respondent 7)

On the other hand, evaluations and other forms of evaluation were carried out using computerized means due to this dramatic transition. According to the survey findings, softcopies have mostly replaced hardcopies recently. Respondents observed that these shifts reduce the stress associated with health concerns and that technological advancements assisted them in completing their coursework on time.

It is possible to define "distance education" as any kind of education in which the student and the instructor are geographically distant (by location and time). This

adaptability level allows students to play an active part in their education and work towards providing equal access to educational opportunities for all students, regardless of their circumstances. In addition, when students take responsibility for their education, they will establish their learning objectives, guiding their preparation for creative learning (Yilmaz, 2016). Due to the COVID-19 epidemic, public institutions in Sri Lanka have diverted their focus to distance education and online learning as the most popular instruction methods. These universities are also considering emergency remote teaching and learning. Classes at all levels have used distance education teaching because of the closure of universities. The development of and delivery of online courses over the Internet has been the subject of significant effort by educational institutions and their staff members. The New Normal is associated with the online adaptation of instructional approaches in Sri Lanka's public universities.

**Challenging Environment.** Recent innovations in pedagogy have resulted in a few new issues for the academic communities of Sri Lankan public institutions. These, according to the respondents, may be seen from both sides. Concerns about students' and teachers' difficulties are essential in the new normal.

Everyone in the academic environment, including professors and students, was forced to embrace and adapt to virtual academic efforts because of the sudden transition to giving instruction online. Teachers were required to become authors of books and modules and designers of digital tools virtually overnight despite having little to no prior knowledge in any of these areas (Vivek & Nanthagopan, 2023). Although faculty members have participated in technology training and have had access to a vast array of online resources and digital tools, none was ready for the abrupt new experiences of online education and the difficulties associated with technology.

*"The main thing is, everyone has to revert to electronic devices, and it is quite difficult than the physical learning. There are many difficulties in the technology."* (Respondent 8)

In addition, teachers are administering their online classrooms and teaching students in synchronous sessions. Access to the essential instruments necessary for learning, exposure, and training, in addition to the absence of educational resources and technological challenges, are among the primary concerns voiced by educators about virtual courses.

*"Mostly, the technical difficulties. For example, connection problems, data issues, and interruptions. The same things happen on the student side as well. They are facing a lot of problems, like data speed, other connectivity."* (Respondent 5)

Alterations to teaching practices are concurrently happening with educator role changes. Since students now have access to online instruction, the traditional way of learning—the lecture—may no longer hold their interest. Interaction between students and professors and contact among students has been demonstrated to be of fundamental importance for both face-to-face and virtual learning settings, according to research on the factors influencing student satisfaction and retention (Lewis & Abdul-Hamid, 2006). The present research findings have persistently identified sociocultural factors, such as poverty, the lack of technology, and connection issues, as obstacles to the new normal.

**Facilitating Growth.** All respondents agreed that new shifts in the education system are beneficial but need improvements and planning. Most of the university lecturers agreed that blended learning is a concept to facilitate the new normal.

*"For some subjects and practical sessions, we should have physical lectures; for other basic theory things, it is really good to have blended learning."* (Respondent 4)

Megahed and Hassan (2021) propose a vision to reimagine post-COVID-19 education and the required blended learning strategy to provide a theoretical framework that integrates the instructional models required to be investigated by instructors. However, most respondents highlighted that practical sessions and other unique curricula need in-person education since education covers different aspects of student development.

The authorities should develop relevant infrastructure and facilities to develop an excellent university digital environment. Respondents suggest that infrastructure, labs, and connectivity are the main factors for the future of the pedagogical shift.

*"It is better to have cloud infrastructure for all the teaching and learning methods. We can upload all the teaching and learning materials to the cloud, keep this as an online teaching environment, and maintain this as an online repository. So, we can give access to students as well as the lecturers in the particular universities for learning and teaching purposes."* (Respondent 5)

Chandrasiri and Weerakoon (2022) highlighted that most students positively perceive online learning. Online learning appears to be an efficient learning strategy when students have equal access to online facilities. The government and policymakers in Sri Lanka should facilitate the growth of new shifts in the industry by providing the necessary infrastructure and facilities within the university environment.

## 6. CONCLUSIONS

This study investigated the instructional approaches used in institutions the Sri Lankan government runs in the new normal. The research used a qualitative methodology, consisting of interviews with eight professors from eight different public colleges nationwide. The pandemic scenario and the school system's ongoing use of online teaching, assessment, and evaluation methodologies resulted in the pedagogy transitioning to a setting that takes place online. It is further identified that educators and students experienced many difficulties due to various factors, including technical challenges, adverse economic conditions, and a shortage of resources dedicated to incorporating information technology into educational pedagogy at the beginning of the transition to the new normal. The currently utilized techniques must be maintained to enable digital infrastructure, and mixed methods are necessary for a better outcome.

It is recommended that policymakers and authorities have a significant amount of responsibility in building an effective IT-based strategy. It is essential to train educators and encourage them to make full use of the recent movement toward online instruction by providing them with all the necessary technological skills. In addition, the government should help institutions by providing the required infrastructure and facilities while working to create a welcoming atmosphere in universities. Student encouragement and financial aid are to be provided as further components to alleviate the pressures the students are experiencing due to the transition to online learning methods. In this situation,

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policymakers must consider the significance of the human component and recognize that technology alone cannot solve every problem. The present transition in the educational system calls for implementing a strategic framework to identify the strengths and address the shortcomings.

## LIMITATIONS

This standard has some challenges and limitations while implementing the study. This study focuses on eight key universities in Sri Lanka out of seventeen universities. It is even better to study the entire system, and while collecting data, getting appointments for data collection is very difficult and consumes more time and money due to location finding. This study fully focuses on qualitative perception, but it would be even better to do a mixed-methods study to increase its validity and reliability. Future researchers can use those studies to expand further.

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**Appendix 1**

**Semi structured Questionnaire that applied in this study**

1.    **General Background:**
•       Can you describe your experience as a teacher in the new normal in Sri Lanka?
•       How did the transition to online or hybrid teaching impact your teaching practices?

2.    **Challenges Faced:**
•       What challenges have you encountered in adapting to the new normal for teaching?
•       Can you share specific instances where you found it challenging to deliver effective teaching in the current situation?

3.    **Pedagogical Approaches:**
•       How have your teaching methods and strategies evolved in response to the new normal?
•       Are there specific pedagogical approaches or tools that you found particularly effective or challenging?

4.    **Student Engagement:**
•       How do you maintain student engagement in virtual or hybrid classrooms?
•       Have you observed any changes in student participation or interaction compared to traditional classrooms?

5.    **Technological Integration:**
•       How comfortable are you with using technology in your teaching?
•       What types of technology or digital tools have you found most useful in enhancing your teaching?

6.    **Professional Development:**
•       Have you received any training or professional development to support your teaching in the new normal?
•       In what ways do you think professional development has influenced your teaching practices?

7.    **Student Feedback:**
•       How do you collect feedback from students regarding your teaching in the new normal?
•       Have there been any notable changes in the nature or frequency of student feedback?

8.    **Collaboration and Communication:**
•       How do you collaborate with other teachers or educational professionals in the current teaching environment?
•       How has communication between teachers, students, and parents changed in the new normal?

9.    **Assessment Practices:**
•       How have your assessment practices evolved in response to the new normal?
•       Are there specific challenges or innovations you've experienced in assessing student learning?

10.    **Cultural Context:**
•       In what ways do cultural factors influence your teaching practices in the Sri Lankan context?
•       Have there been cultural considerations that you needed to address in the new normal?

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**Appendix 2**
**Initial Coding**

| Interview | Codes |
|---|---|
| 1 | Academic Efficiency |
|   | Effectiveness |
|   | Wi-Fi facilities |
|   | VLE |
|   | Moodle |
|   | Online teaching |
|   | Student-Centered, Teaching and Learning |
|   | New Methods of Assessment |
|   | Setting Up All These Technical Stuffs |
|   | Doing Lectures, |
|   | Online Exam Paper |
|   | Knowledge and Experience in Using it, Challenge |
|   | Signal |
|   | Coverage |
|   | Data Charges |
| 2 | Every Sector |
|   | Conducting Lectures Virtually |
|   | Video Conferencing |
|   | Practical Sessions |
|   | Necessary Software |
|   | Connection Problem |
|   | Coverage or Network Issues |
|   | Power Failure |
|   | Some Tools |
|   | Plagiarism |
|   | Assessments |
|   | Virtual Lectures |
|   | Disadvantages |
|   | Virtual Learning Environment |
|   | Data Cost |
|   | IT laboratories |
|   | basic IT stuff |
| 3 | VLE utilization |
|   | Audio Signal Processing |
|   | Video Conferencing |
|   | Google Meet |
|   | Interactive digital technologies |
|   | Centralized location for sharing materials like VLE, and submission of assignments |
|   | VLE utilization |
|   | Audio Signal Processing |
|   | Video Conferencing |
|   | Google Meet |
|   | Uploading Laboratory Practical Sessions |
|   | YouTube Materials |
|   | Connection Lost |
|   | Proper Connectivity |
|   | Time-Consuming |
|   | Relationships Between Students and Lecturers |
|   | Emotional Attachments |
|   | Copying Among the Students |
|   | Adequate Hardware |
|   | Signal Problems |
|   | Financial Problems |
|   | Knowledge Gaining |
|   | Conducting Practical Sessions |
|   | Teaching Speed |
|   | Prefer To Conduct Lecture Offline |
|   | Multimedia Laboratories |
|   | Conference Room |
|   | Smart Lecture Hall |
|   | Own Servers And Repositories |
|   | Education Network Expansion |
|   | Free Network |

| | |
|---|---|
| 4 | PowerPoint Presentation |
| | Sharing Lecture Notes |
| | Google Groups |
| | Google Classrooms |
| | Automated Equipment |
| | Online Platform |
| | Learn, Zoom |
| | Online Exams |
| | Internet and Power Cut Issues |
| | Connection Issues |
| | Zoom Loading |
| | Coverage Drops |
| | Poverty |
| | Simple Electronic Devices |
| | Sudden Change in Their Culture |
| | Machinery and Practical Sessions |
| | Power cut Issues |
| | Typing Ability |
| | Handwritten Recognition |
| | Submitting Hardcopies |
| | Blended Learning |
| | Network and Power Failures |
| | Online Evaluation Method |
| 5 | upload and share study materials |
| | Access to the LMS |
| | Upload And Download Their Study Materials |
| | Distance Learning Mode |
| | LMS |
| | Hard For Conduct The Practical Sessions |
| | Technical Difficulties |
| | Connection Problem |
| | Data Issues |
| | Interruptions |
| | Data Speed |
| | Practical Classes |
| | Complaining |
| | Technical Issues |
| | Weather Conditions |
| | Basic Electronic Devices |
| | Virtual Lectures |
| | Blended Learning Mode |
| | Lectures Physically |
| | Cloud Based Learning |
| | Cloud Infrastructure |
| | Online Teaching Environment |
| | Online Repository |
| | Advanced Computer Labs |
| | Advanced Research Study |
| 6 | Enhance our education system |
| | Electronic presentations |
| | Online discussions |
| | Online presentations |
| | Face-to-face lecturing |
| | Ravine the video |
| | Good connectivity |
| | Required devices |
| | Mobile coverage |
| | Bandwidth |
| | Be trained |
| | Familiar with these new technologies |
| | Adapting to the required technologies |
| | loan to purchase a computer. |
| | Internet connectivity |
| | beneficial for some groups of students |
| | self-learning |
| | blended learning |
| | resistance |
| | technological problems |

| | |
|---|---|
| | technological difficulties<br>ICT infrastructure facilities<br>Internet connectivity |
| 7 | Soft copies<br>Google Cloud<br>Moodle<br>Google Classroom<br>App<br>Sharing materials<br>Zoom<br>Online mode<br>Laboratory sessions online<br>Assess students<br>We were not ready<br>Infrastructure<br>Not adequate<br>Bigger files<br>Reluctant to change<br>Access to internet<br>Teach and learn online<br>Online submissions<br>Present online<br>Automatic marking<br>Payment schemes<br>Second-hand pc<br>Changes<br>Practice things<br>Interviews online<br>Merging the library and the internet infrastructure |
| 8 | Integrated factor<br>Producing it experts<br>LMS<br>Information systems<br>Working online<br>Revert to electronic devices<br>Deliver something<br>Standard<br>Overloaded<br>Connectivity problem<br>Lack of devices<br>Resources available<br>AI and other specific practical sessions<br>Technological familiar<br>Technical knowledge<br>Technological difficulties<br>Infrastructure<br>Expanding their services<br>Expanded mode |

## Categorizing & Theme Generating

| Codes / Keywords | Theme |
|---|---|
| Academic Efficiency<br>Effectiveness<br>Wi-Fi Facilities<br>VLE<br>Moodle<br>Online Teaching<br>Student-Centered, Teaching, and Learning<br>New Methods of Assessment<br>Online Exam Paper<br>Conducting Lectures Virtually<br>Video Conferencing<br>Virtual Lectures<br>Virtual Learning Environment<br>VLE Utilization<br>Audio Signal Processing | Online Adaptation |

| | |
|---|---|
| Video Conferencing<br>Google Meet<br>Interactive Digital Technologies<br>Centralized Location For Sharing Materials Like VLE, Submission of Assignments.<br>VLE Utilization<br>Uploading Laboratory Practical Sessions<br>YouTube Materials<br>PowerPoint Presentation<br>Sharing Lecture Notes<br>Google Groups<br>Google Classrooms<br>Automated Equipment<br>Online Platform<br>Learn, Zoom<br>Online Exams<br>Upload and Share Study Materials<br>Access To The LMS<br>Upload and Download Their Study Materials<br>Distance Learning Mode<br>LMS<br>Enhance Our Education System<br>Electronic Presentations<br>Online Discussions<br>Online Presentations<br>Face-To-Face Lecturing<br>Ravine The Video<br>Soft Copies<br>Google Cloud<br>Moodle<br>Google Classroom<br>App<br>Sharing Materials<br>Zoom<br>Online Mode<br>Laboratory Sessions Online<br>Assess Students.<br>Integrated Factor<br>Producing It Experts<br>LMS<br>Information Systems<br>Working Online<br>Revert To Electronic Devices. | |
| Setting Up All These Technical Stuffs<br>Doing Lectures<br>Knowledge and Experience in Using It Challenge<br>Signal<br>Coverage<br>Data Charges<br>Practical Sessions<br>Necessary Software<br>Connection Problem<br>Coverage Or Network Issues<br>Power Failure<br>Some Tools<br>Plagiarism<br>Disadvantages<br>Data Cost<br>Connection Lost<br>Proper Connectivity<br>Time-Consuming<br>Relationships Between Students and Lecturers<br>Emotional Attachments<br>Copying Among The Students<br>Adequate Hardware<br>Signal Problems<br>Financial Problems<br>Knowledge Gaining<br>Conducting Practical Sessions | Challenging Environment |

| | |
|---|---|
| Teaching Speed<br>Prefer To Conduct Lecture Offline<br>Internet And Power Cut Issues<br>Connection Issues<br>Zoom Loading<br>Coverage Drops<br>Poverty<br>Simple Electronic Devices<br>Sudden Change In Their Culture<br>Machinery and Practical Sessions<br>Power Cut Issues<br>Typing Ability<br>Handwritten Recognition<br>Submitting Hardcopies<br>Hard For Conduct The Practical Sessions<br>Technical Difficulties<br>Connection Problem<br>Data Issues<br>Interruptions<br>Data Speed<br>Practical Classes<br>Complaining<br>Technical Issues<br>Weather Conditions<br>Basic Electronic Devices<br>Face-To-Face Lecturing<br>Ravine The Video<br>Good Connectivity<br>Required Devices<br>Mobile Coverage<br>Bandwidth<br>Be Trained<br>Familiar With These New Technologies<br>Adapting To The Required Technologies<br>We Were Not Ready<br>Infrastructure<br>Not Adequate<br>Bigger Files<br>Reluctant To Change<br>Access To Internet<br>Deliver Something<br>Standard<br>Overloaded<br>Connectivity Problem<br>Lack of Devices<br>Resources Available<br>Online Submissions<br>Present Online<br>Automatic Marking | |
| Virtual Learning Environment<br>IT Laboratories<br>Basic IT Stuff<br>Audio Signal Processing<br>Video Conferencing<br>Google Meet<br>Multimedia Laboratories<br>Conference Room<br>Smart Lecture Hall<br>Own Servers and Repositories<br>Education Network Expansion<br>Free Network<br>Blended Learning<br>Network and Power Failures<br>Online Evaluation Method<br>Cloud Based Learning<br>Cloud Infrastructure<br>Online Teaching Environment<br>Online Repository | Facilitating Growth |

| | |
|---|---|
| Advanced Computer Labs<br>Advanced Research Study<br>Self-Learning<br>Blended Learning<br>ICT Infrastructure Facilities<br>Merging The Library and The Internet Infrastructure<br>Infrastructure<br>Expanding Their Services<br>Expanded Mode | 189 |