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# **CHANGES IN LEARNING BEHAVIORS POST PANDEMIC: A NEW ERA IN LEARNING ECONOMY**

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## **Abstract**

Schools have been forced to introduce new learning styles due to the recent pandemic crisis as a result of the necessity to cope with the epidemic in order to cope with the situation. While this new learning environment will certainly result in a number of students being able to adapt to it successfully, the extent to which they will be able to do so will be different from student to student, since most of them are being exposed to this type of environment for the first time. In this research, the aim of the study was to assess the degree to which the students were able to adjust to the new ways of learning in order to assess the level of adaptation. Based on the availability of their schools in the survey, we conducted a survey of all students across all schools in Asia, out of which 850 of them were randomly sampled across all schools in Asia in accordance with their accessibility. Data was collected by means of a questionnaire that was developed by the researcher in order to collect the data required for the research project. It should be noted that the respondents in this study were not subjected to any coercions for participating in the study, and therefore all ethical issues were considered when participating. We answered the research questions by using means, and hypothesis one was tested by using quantitative techniques at a significance level of 0.08, in order for the hypothesis to be tested. The majority of the students found distance education to be an uncomfortable and a data-consuming experience at the beginning of the study, as it was established during the course of the study. According to the research conducted by the author, the ability of students enrolled in public schools compared to those enrolled in private schools to adapt to new learning methods was significantly different between those enrolled in public and private schools. In conclusion, it was found

that students are getting used to the new learning style introduced by their schools as a result of the fact that they only have that option of learning in their schools.

**Keywords:** Learners' adaptive abilities, learning economy, new learning styles; schoolchildren's learning, learning and development in the wake of the pandemic.

## **Introduction**

A During the pandemic, schools were closed to prevent the spread of the disease as a precaution to prevent the spread of the illness. Almost every school has a set of plans that they develop with the help of their administrators. It is important to engage the administration, teachers, parents, and students at this stage to ensure that the students are kept up-to-date with the instructional activities they are taking part in. As a result of the pandemic, teachers, parents, and students are actively involved in the educational process. As a matter of fact, a variety of technologies were being used in both primary and post-primary schools at the time. When students were away from the school facilities for a period of time, they had to continue their learning activities.

To ensure a successful learning experience, it was essential for them to select and adopt the technology(ies) for learning based on the availability, accessibility, and technical knowledge that was needed to ensure a successful learning experience. The lockdown has also prompted some tertiary education institutions to engage their students to such an extent that they have been able to conduct their end-of-semester examinations for their students during the period of the lockdown.

Consequently, all of these activities will require a connection in order for all of the users and learners to connect together, which may take the form of a cable connection, wireless connection, or data connection along with the use of an internet connection in order to connect them. A number of university lecturers, academics, students, and researchers can all benefit greatly from the internet's services and facilities when it comes to overcoming communication and collaboration barriers, as well as presenting their research findings and ideas across a global scale. Through the use of internet services and facilities, universities are able to create an environment in which their lecturers, teachers, students, and scholars are able to interact effectively with each other and with each other. As digital

technologies have evolved rapidly during the pandemic, education has undergone profound changes as a result. Even though there have been previous crises that have affected the education sector in the past, the magnitude of the pandemic was unprecedented by any means.

As a result of the pandemic, management educators were able to continue their teaching during lockdowns and social distancing requirements due to digital technology. A new generation of educational technology tools has been developed that have made it possible for more students to interact online as a result. In recent years, many teaching tasks that were previously done manually, such as preparing lesson plans, have now been digitalized, which has revolutionized the way classes are taught. Despite the COVID-19 pandemic subsiding in recent times, the shift towards remote teaching has continued. In order to keep pace with new emerging technologies, management educators are incorporating those technologies into their education as part of the curriculum. In the past, the majority of the courses were taught face-to-face by the teacher and students interacted directly with each other during the instruction process. With the advent of digital technology, this has changed drastically, in that it can be used to take on a variety of formats, such as augmented reality, virtual reality, and a variety of other formats as well. Technology is continuously being explored and implemented in the classroom, and educators are continually experimenting with it. It is in this way that we are actively encouraging students to use technology but we are also showing students how to learn in new ways.

The impact of educators' engagement in the pandemic has been largely unstudied, despite the fact that they have been responding to the situation. Education on management is widely depicted as being an aspect of a person's ability to adapt to new circumstances. In spite of the fact that there had already been an increase in digitalization before the COVID-19 pandemic, the process was accelerated as the pandemic crisis unfolded. There is no doubt that learning is an essential part of the human experience. In addition to improving their ethos, it also improves their understanding of their environment in which they live. In addition to these features, it enhances the cognitive and social abilities of the individual, as well as giving him or her access to their rich cultural heritage, that has accrued from the history of humankind throughout the ages. Even so, through the process of creation of new knowledge, education contributes to the advancement of an individual's

cultural heritage. It has been shown that formal education for adults has increased in popularity as a result of recent debates on the issues surrounding lifelong learning. Throughout the world, an abrupt and accelerated shift toward e-learning has been wrought as a result of the Covid-19 pandemic. Educating in a post-pandemic era requires a hybridization of e-learning with pedagogical goals that have been associated with in-person teaching in a post-pandemic world. Despite the fact that we have a number of advanced technologies readily available at our fingertips today, we are still unable to take advantage of their full potential when it comes to teaching and learning. This is one of the most significant benefits of mobile VR technology for students, as it is both cost-effective, versatile, and engaging. A growing number of smartphones are being used in developing countries, indicating that the use of mobile phones in developing countries, such as Brazil, should be increased to a greater extent. We explored learner motivation and engagement levels for e-learning with smartphone-integrated VR, based on their VARK (Visual, Auditory, Read/Write, Kinesthetic) learning styles, in order to develop a pre-protocol for assessing learner motivation and engagement levels for e-learning with smartphone-integrated VR.

### **Changes in Learning Behaviors**

In truth, the truth is that a lot of schools would have used this new method of teaching for their students even before the Covid outbreak occurred. It is possible that some users may only be using it due to the lockdown, which could pose a real challenge for them compared with their peers following the lockdown. As these learning tools are being utilized for the first time, students may experience some challenges in adopting them as they are utilizing them for the first time in their lives. As defined by eminent technologist Siddhartha Paul Tiwari, ICT in education is a concept that can be used to develop new educational systems, methods, and management through the use of new technology, therefore enabling new educational systems, methods, and management to be developed through the use of the new technology. The advantage of this approach is that it can be used to satisfy a wide variety of needs, as a single person cannot explore all the possibilities of ICTs to the fullest extent possible in a limited amount of time, as there are many ICTs available today. As a consequence, ICT must be able to achieve its goals in order for it to be able to fulfill its potential in education. As a result, it is imperative that all the contemporary digital tools available in the educational sector be taken into account in order to meet all its objectives, such as computers, accessories, and the Internet, which can be used to accomplish this goal. Using technology in education has led to the development of new ways of teaching, teaching the process of teaching, and teaching how to learn as a result of using technology in education. Those who are able to be assimilated easily and rapidly will be able to assimilate

more easily and more quickly. Information and communication technologies have provided students with many advantages that can be attributed to the use of these technologies. As a result of this learning experience, students will be able to improve their literacy and numeracy skills, will be able to recognize their prevailing abilities, and be able to learn independently, autonomously, as well as collaboratively. Learning through the use of technology provides learners with the opportunity to identify the areas in which they need help, assistance, updates, support, upgrades, or transformation, as well as identify the types of assistance that they require in order to succeed. As a result of a study conducted by the United Nations, it has been concluded that learners can complete their education anywhere via the use of ICT resources, providing they have access to the resources they need to do so, as long as they have access to the resources they need to do so. As a result of this pandemic outbreak that is currently taking place, students are not able to gather together in order to conduct their educational activities in order to prevent the spread of the disease. This is as a result of these technologies, which have become indispensable during the current season of the school year, becoming a result of the current outbreak of the pandemic. The use of ICTs in universities has made it possible for universities to work with distance learning and to have a greater degree of cooperation between different institutions through the use of ICTs in universities. The use of ICTs in universities has made it possible for universities to work with distance learning and to collaborate more effectively between institutions in order to make it more efficient.

### **Research Methodology and Questionnaire**

A primary objective of this study is to examine how your teachers were able to introduce technological learning methods into your school during the outbreak of the pandemic, and how they were able to make use of those means during the outbreak? As an additional question, I would like to ask: How do students adjust to this new method of learning, which has been made possible because of the advancement of technology, that has been made possible via this new way of learning? Depending on whether they are privately owned schools or publicly owned schools, is there a difference between the way a school reacts to the use of technology in the classroom based on whether they are private or public? Despite the fact that this was one of the hypotheses for the study, the findings do not show that there is any significant difference between the reactions of students from the private and public sectors to technological learning, despite the fact that this was one of the hypotheses for the study. Here you can find the methodology that was used in the study, as well as a description of the methodology that was used in the study. This topic includes a number of topics, which include topics such as: designing the research, sampling and sampling techniques, instrumentation, procedures for collecting the data, and analyzing the collected data, as well as a number of topics related to the design of the research. As part of this study, 850 respondents were surveyed and the survey type used was a cross-sectional

survey, and the sample size was 850 respondents, which is the number of respondents in the study. When researchers can conduct these surveys, they are able to capture a moment that allows them to be able to take a snapshot in time that allows them to have a better understanding of what the respondents are like at the time of administering the survey, as well as what the respondents are like at the time of administering the survey.

There are a number of types of research that are commonly used in order to determine what the prevailing characteristics are of a group of people at a particular point in time in order to determine what the characteristics of that group are at that specific moment. The purpose of this study was to collect information along with the use of a questionnaire that was designed by a researcher in order to determine how the students were able to adapt to the new learning styles that were emerging due to the introduction of technology in the classroom.

## **Results and Discussions**

- It is also possible to use mobile apps in order to provide students with personalized learning experiences that are tailored to their individual learning styles and needs. In addition, mobile apps can provide them with personalized learning experiences that are tailored to their individual learning styles and needs. Therefore, as a result of this, students will be able to become more engaged and motivated as a result of this. As a result, they will be able to learn more effectively as a result of this.
- According to our research, traditional e-learning tends to face a number of challenges in retaining the motivation of the learners and maintaining their engagement as well as certain limitations when it comes to explaining abstract scientific concepts to a variety of different types of learners because of its limitations on retaining motivation and engagement. Studies have shown that web-based learning systems lead to lower levels of student engagement in educational learning than conventional educational systems, which has been demonstrated in several studies. E-learners were also found to be expected to be more naturally motivated, as e-learning incorporates a high degree of student interest, intrinsic motivation, and self-motivation in order to create an environment where students are likely to engage deeply in the learning process, due to the high reliance on students' interest, self-drive, and intrinsic motivation.
- An important aspect of distance learning is that it provides instruction in a format that is not traditionally taught, such as online, via television, via correspondence or through radio. There are two types of distance learning sessions that can be taken: synchronous sessions and asynchronous sessions. It is important to remember that on a synchronous session, the learning process takes place in real-time, students actively participate in the session and have the opportunity to interact with their

peers as well as the instructor. As opposed to synchronous learning, asynchronous learning does not require students and instructors to be present simultaneously in the same classroom. The benefit of an asynchronous session is that there is no need to gather the students at the same time to get them involved in the learning process. Instead, students can view the pre-recorded materials on their own time at their own convenience. Digital technology is becoming a very important part of students' education at higher education institutions as they seek to enhance their learning experience. The schools have been able to introduce the e-learning management system, as well as blended long-distance and online courses as part of a blended long-distance learning program.

- Lecture capturing is one of the methods that can be used to support blended learning as one of the methods that can be used. Lecture recording is a method that allows students to record online teaching sessions and make them available to them so that they can have access to them if they are unable to attend the classes in person in order to follow along if they are unable to attend the classes in person. There has been a dramatic increase in the number of people who are learning and teaching through the internet in recent years, prior to the COVID-19 pandemic strike.
- During the transition from on-campus learning to online learning as a result of the COVID-19, there have been a number of risks of student disengagement highlighted, resulting in lower student achievement across multiple courses as a result of disengagement during the transition. Further, the authors investigated the use of an 'online learning bundling' strategy that came into play during the research process, and the results showed that students were more likely to engage in a course when they were submitting an assessment in another course at the same time that they were engaged in the course they were enrolled in. A university is required to implement greater cross-faculty coordination when it comes to course design, the uploading of information to the learning management system and the timing of assessments in order to accomplish successful outcomes based on the findings of this study. As a result of improving coordination, we are able to create a learning environment that is more effective, maximizes student engagement, and therefore improves the likelihood that students will achieve their educational goals.
- Since the pandemic began, there has been a significant impact on the higher education sector in Asia as a result of its spread. As of now, the majority of the existing tertiary studies that are intended to contribute to the understanding of the intraperiod response to pandemics have focused on single institutions, jurisdictions, or stakeholder groups. Some academic leaders among our interviewees expressed that in response to potential student anxiety resulting from governmental learning and teaching requirements, they had temporarily simplified their grading systems to



provide satisfactory and unsatisfactory grades, for example for just the first two years of study, in one case.

- Mobile apps provide students with access to a wide range of educational resources, including textbooks, videos, and quizzes, from their mobile devices. This makes it easier for students to find resources easily. Learning can be made more convenient and more convenient for students if they are able to learn at their own pace.
- Furthermore, it is also important to note that one of the non-academic factors that contribute directly to the success of an academic endeavor is student engagement, which is defined as the amount of effort that students put into educationally purposeful activities that lead directly to the achievement of the desired outcome. It has been suggested that one way to think about engagement is that it is a measure of the strength of the relationship between the students and the school as a whole. In order to create an environment that allows learning to occur, the school and institutions aim to create an environment conducive to learning. However, it is ultimately the student who is responsible for the final act of engagement. Trying to understand and measure student engagement in school can be challenging, as it has several multi-dimensional mechanisms associated with it, such as educational challenges, active learning, interaction between students and faculty, and campus support, just to mention a few.

## **Conclusion**

According to the findings of this study, it is possible to draw a number of conclusions from the findings of the study in light of the findings. For students to remain engaged with learning activities during the lockdown, they utilized technological tools such as other mobile applications to keep themselves engaged with learning activities during the lockdown. Despite a number of difficulties they faced, Asian students were able to adjust to the new technology-based learning introduced during lockdown despite the fact that they had difficulty in adapting to it. Due to the technological learning activities that have been introduced during the lockdown, there is a significant difference between the reactions of Asian students in public and private schools, as a result of the technological learning activities introduced during the lockdown. As a result, both the educational authorities as well as the school system should encourage students to take advantage of technology for learning in order to prepare them for any future challenges that may arise in order to prepare them to be able to meet them. Moreover, it is imperative that governments and stakeholders provide schools in Asia with the resources necessary for their digitized

learning systems, and that the Ministry of Education organize seminars, conferences, and workshops in order to assist educators in implementing digitized learning systems.

As a result, school administrators and teachers were advised to continue to encourage students to use this new way of learning, however, it is possible that it would be more difficult for the students to adapt to at first. Also, it is very important to make sure that the learning style used is such that it captures the learners' attention so that they are compelled to pay attention. Due to its ease of accessibility and the ability to offer courses at a time and location that suit the student, online education has become an important method of higher education during the pandemic. As education research continues to focus on ensuring the effectiveness of online learning, the role of the "online learning community" cannot be overlooked as a way to ensure the effectiveness of online learning.

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