

**A POST-PANDEMIC SUCCINCT REPORT ON SYNCHRONICITY IN ALGERIA:
BETWEEN ACCUSTOMATION & AMPUTATION*****Latifa SELLAM**

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Received 20th April 2023; Accepted 18th May 2023; Published online 30th June 2023

Abstract

The digital transformation has spelled out fundamental changes to increase effectiveness, agility, and fluidity in all domains of life. The implementation of digitalisation seemed to be imperative to better run the instructional process amid crises and in ordinary contexts. This paper examines synchronous learning immediately upon the pandemic, and in the current phase. It captures pros and cons with regard to mixed-instruction adoption, as well as the experience generated that would shape the participants' stances. In parallel, it elicits post-pandemic responses through the lens of asynchronous context. Twenty (20) master's students specialised in the field of didactics are the nucleus of this research paper. A qualitative descriptive method was used to fulfil the study's intent. The findings postulate that, paired-instruction is more effective and enjoyable than unpaired one. Moreover, students began to be accustomed to the intertwining, and to the endorsed learning; and that, nostalgia feeling is patently surfacing.

Keywords: Accustomation, Amputation, Master's students, Synchronicity.**INTRODUCTION**

The coronavirus as a major health crisis has caught the attention of many researchers. Academics have been demonstrating keenness for further explorations around the broad spectrum of the global pandemic and its facets. In this way, the critical era showed that rapid change is possible when universities felt a sense of urgency with respect to the teaching delivery and knowledge reception. Shifting to hybrid learning, is therefore, the locus of this paper; while this is typically adequate time to shed light on that concern, and spot pros and cons in the post-pandemic phase. Therefore, this study focuses on master one students in didactics pathway, as a sample population, since they had been exposed during three years long to synchronicity, except the current one. A priori, they incarnate the best example to set a kind of comparison, although, this study is not meant for comparative purposes. The paradigm shift is the heart matter behind this research study. It investigates how participants were managing technological instruction and face-to-face one concomitantly. In fact, paired- learning found a way in Algeria, since the contagious disease hits the country. Furthermore, the exploration of digital education was still in its embryonic stage and unready to see the light. Additionally, some barriers became hindrances to effectively implementing this plan. During the pandemic, teachers were asked to transition to online teaching, using tools which few were skillful at. Therefore, we start sparking the questions that would seed this study: 1- To what extent did students cooperate with synchronous learning? Did they manifest interest to the plan? And did it gain approval? It is hypothesised that: they have shown enthusiasm and accustomation, yielding approval.

The exploration of educational technology is still raw (e.g. Asio and Bayucca, 2021). Higher education institutions introduced different modes of instruction for continuous teaching and learning during emergency remote education.

Different measures, therefore, were implemented that adhere to government directives to prevent the spread of the disease. These include execution of various teaching and learning alternatives (Joaquin and Biana, 2020). However, the most affected agent was the teacher. Teachers, in higher education were taking their responsibilities of introducing the curriculum and the high expectation to teachers to deliver quality education (Alea *et al.*, 2020), suddenly encountered some constraints. Studies such as this may help to discern their experiences concerning the change of teaching modalities (Koehler & Farmer, 2020). Despite the conjuncture and its intricacies, they coped to make ends meet. This report aims to shed new light on the overall learning operation, with the presence of hybrid modality, and without it to come up with a conclusive account. The current study has as objectives the following: First, capturing pros and cons with regard to blended learning. Second, diagnosing the experience stemming from paired-learning. Third, spotting participants' current stances with the absence of synchronicity.

METHODS***Participants***

Twenty (20) master 1 students, 18 females and 02 males specialised in didactics were the core of this analysis. They have experienced mixed-instruction during three years long, being able to deliver a rational assessment about juxtaposing: during versus post-pandemic and, blended vs. unblended learning. For that sake, both semi-structured questionnaire, and semi-structured interview were administered on November 2022, allowing a margin for triggering comparisons.

Research Instruments & Locals

The questionnaire afforded an in-depth feedback on behalf of the subjects about their insights and stances towards distance instruction intertwined with face-to-face one. (Merriam, 1998) and (Yin, 2009) agreed that one of the characteristics of case

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study is having a zone of focus. Therefore, this study took place in a specific locale where it was conducted at Saida University, Algeria. Besides, a semi-structured interview was administered to gather authentic information from the respondents (Merriam, 2002). It provided an opportunity to converse with them and learn from the challenges they experienced in learning remotely, the process deepened the data collected via questionnaire.

Procedure

The semi-structured questionnaire encompassed three sections, demographic, learning atmosphere, and learning preferences. Section one entails questions spotting the respondents' stances with regard to mixed-learning, assimilation, and time management; which required yes/no, boxed-answers. Section two evoked amid-pandemic paired-instruction, and post-unpaired one, which demanded ticked answers and two open-ended questions revolving around perspectives elicitation as well as summarising hybrid-learning experiences.

FINDINGS AND RESULTS

The findings postulate that: first, in-person learning was insufficient, and the online one was derisory too. This implies that blended-hybrid is appropriate and amply covering the curriculum's contents. In addition to that, face-to-face modality ought to be backed up and up-dated referring back to digitalised world, thus, digitalised knowledge. Second, virtual instruction for them was more enjoyable and exiting, however, real instruction tended to be boring and monotonous. Third, the fact of receiving paper version documents or note taking strategy, besides teachers' thorough explanation was burdensome.

Whereas, receiving courses/summaries effortlessly was more interesting. Four, consulting the electronic platform at their convenience was quite stimulating to reinforce knowledge gained in class. Overall, the prevailing approach in revising for the population under study was to consider the background knowledge shaped in class, as a skeletal frame, and coat it virtually.

DISCUSSION

Most of the respondents reported their enthusiasm and appreciation to mixed-learning. Predominantly, the majority conveyed the fruitfulness of the experience, stressing on the significance of the teacher's accompaniment. A priori, synchronous instruction approval voices outnumbered (18 out of 20) those who were against. They argued that, it was high time to alternative ways; especially in emergencies (König *et al.*, 2020) for instance, proposed that people should learn to establish communication, and interaction differently. Regarding gender matters, females were much more in favour of paired-instruction than males who represented (02 out of 20), who seemingly, consented the conventional facet of teaching and learning. Therefore, change resistors viewed that in-person modality is more effective, thus, more conducive to knowledge attainment. In addition to some challenging issues related to the internet availability, and some technicalities (Adnan & Anwar, 2020) reinforcing their little faith in the electronic version of learning notably. Surprisingly, among the questionnaire revelations, there were some limitations around synchronicity, and that concerning passiveness and dependency dose injected during the pandemic phase. Thus, autonomy should be reconsidered, according to cons, who constituted the minority of the respondents. The above data is tabulated in the following:

Figure.1. Synchronous Learning Pros & Cons Recapitulative Table

Participant	Approval	Disapproval	Gender	Age
1	/		Female	21
2	/		Female	24
3	/		Female	22
4	/		Female	21
5	/		Female	21
6	/		Female	20
7	/		Female	22
8	/		Female	34
9	/		Female	21
10	/		Female	20
11	/		Female	22
12	/		Female	24
13	/		Female	20
14	/		Female	21
15	/		Female	21
16	/		Female	21
17	/		Female	21
18	/		Female	21
19		/	Male	30
20		/	Male	24

In other words, indolence found a way in students' academic lives, consequently, teachers are afraid that this phenomenon installs, and eventually, finding tactics to chase it. Additionally, the interview findings suggested that there was a consensus amongst the interviewees about the massive positive experience that blended-instruction has offered, affording both availability, and flexibility of contents. Furthermore, trying to modernise the teaching ways to meet the era requirements is among the participants' aspirations. This corroborates with (Arinto's, 2016) position, who emphasised on innovation in teaching ways, and the significance of interweaving those teaching methods, with the current times. In this respect, some interviewees' answers are worth incorporating:

Interviewee1

Synchronous wayrendered the learning process easier and more enjoyable, since it helped me to discover my competences; as I could share my ideas and exchange information with both teachers and classmates.

Interviewee2

It was interesting, time saving, and productive, really a good method; even my ICT skills have improved, and I have had time to prepare my exams in a good way.

Interviewee3

It is a useful method in the sense that it facilitated learning, and turned education more enjoyable; I wish to repeat the experience and looking forward to innovative measures.

The Researcher's Perspectives

In fact, the first part of the year was unpaired, therefore, the traditional chalk and talk was the dominant modality. However, in front of the absence of auxiliary-learning, perplexity took form, resulting to 'nostalgia' feeling, flagrantly present, in day-to-day classroom transactions. Actually, the virtual facet was a pledge, since students felt secure and confident being in front of their electronic devices, with all lectures at their disposal. Instructors did their best, in this way, to communicate quality teaching. Although it was intensive, but nonetheless, effective. Perhaps, one appealing point is that, hybrid instruction resulted to a sort of reliance on the teacher stemming, from the unprecedented phase.

Conclusion

Paired- learning was, in fact, a safety plan of action to better handle the viral crisis. The electronic spare wheel seemed to be the unique conceivable outlet, ensuing continuity of the process of teaching and learning without disruption.

The study's subjects were experiencing an amputated instruction, and managing a subsidiary learning. Furthermore, the researcher noticed that synchronous learning has generated a tendency to idleness and passiveness. Eventually, MOODLE platform was receiving teachers' contributions to posting courses to ultimately providing students electronic support, which apparently, find it vital. Finally, further researches and investigations are required now to tease out the concern of the decade, and elucidate the long-term sequels related to the pandemic on the future generations' education.

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