

Evaluation of the Use of the Emerging Pedagogies in Tunisia During the Pandemic

Elhoucine Essefi¹, Soumaya Hajji²

¹Department of Technology, Higher Institute of Applied Sciences and Technology of Gabes, University of Gabes, Gabes, Tunisia

²Water, Energy and Environment Laboratory (LR3E), National School of the Engineers of Sfax, University of Sfax, Sfax, Tunisia

Email address:

hocinsefi@yahoo.fr (E. Essefi), hocinsefi@gmail.com (E. Essefi), soumaya.hajji06@gmail.com (S. Hajji)

To cite this article:

Elhoucine Essefi, Soumaya Hajji. Evaluation of the Use of the Emerging Pedagogies in Tunisia During the Pandemic. *International Journal of Secondary Education*. Vol. 9, No. 4, 2021, pp. 124-127. doi: 10.11648/j.ijssedu.20210904.14

Received: September 10, 2021; **Accepted:** November 8, 2021; **Published:** December 31, 2021

Abstract: As it is the case worldwide, pandemic conditions have surprisingly imposed the use of new emerging pedagogies in Tunisian universities. This use has failed to reach the pedagogical efficiency. This failure is related to causes related to students as well as teachers. Based on questionnaire of 100 students and 50 teachers from the University of Gabes, it may be concluded that failure of online teaching is related to the lack of favorable factors including interaction, student motivation, course structure, instructor knowledge and student perceived learning. In addition, other difficulties in Tunisia deepened the complexity including innovation rejection of Tunisian teachers and students, teacher habitus, economic capital, digital cultural capital and pandemic fear. This study foresees that pandemic conditions will shape the used pedagogy in the near and even the far future. As recommendations for the success of this new emerging pedagogy, logistic preparation of software and hardware of online is recommended. In addition, teachers as well as their students are to acquire the skills to reach the high efficiency. In terms of academic evaluation and follow up, performing this pandemic pedagogy needs further studies and investigation. Accordingly, further studies would be relevant to evaluate the efficiency of new emerging pedagogies to face the surprisingly emerging conditions of the pandemic.

Keywords: Pandemic, Emerging Pedagogy, Online Teaching, Evaluation, Tunisia

1. Introduction

Recently, pandemic studies have flourished to face the surprisingly emerging conditions impeding the education process of related to the early childhood [1] as well as adult learning [2-4]. As it has been the case worldwide [5], after waves of closing schools in Tunisia taking place since the beginning of 2020 to decelerate the rapid spread of Covid-19, attempts of reopening schools and universities were carried out to allow continuous activity of the educative system in Tunisia based on digital tools. Unfortunately, the use of these emerging pedagogies has not reached the aimed goals due to several causes including insufficient competence of teachers and students and inappropriate technology leading to uneven implementation and inequitable access to online education in different regions of the country. Understanding how Tunisian teachers and students were caught unprepared in this time of pandemic crisis requires a study of factors controlling the

online teaching. Also, we should have an idea about difficulties of success of online teaching including the habitus of Tunisian teachers and students, as it is discussed in other cases by Bourdieu and Wacquant (1992) [6]. In this case we should account for their behaviours beyond existing models in relation with technology acceptance. In Tunisian schools and universities, digitally supported teaching, and with little public debate learning at primary, secondary, and tertiary levels have been quickly established within weeks. On the other hand, few conceptual and pedagogical skills were acquired prior this experience. Further, no organizational consistencies beyond this initial impulse have occurred. The degree to which Tunisian teachers and learners, as well as decision-makers at institutional and political levels, were ill-equipped to master this transition, with numerous obstacles to accessing insufficient competence among both teachers and students. Based on these criteria, the paper may conclude with implications for teacher professionalization [7] and provide with some

recommendation to improve this experience.

2. Method

This study targeted the evaluation of online teaching in Tunisia through the questionnaire of 100 students and 50 teachers from the University of Gabes. The interrogation was meant to be implicit in order to avoid any external influence on results (Table 1).

Table 1. Statistics of questionnaire on online teaching at the University of Gabes.

	Student	Teacher
Satisfaction	15%	20%
The problem is related to teacher	70.6%	50%
The problem is related to student	25%	37.5%
The problem is related to logistics	76.5%	95%
interaction	80%	75%
student motivation	50.6%	87.5%
Course structure	23.5%	30%
Instructor knowledge	17.6%	12.5%
Student perceived learning	14.1%	20%
Your personnel attitude (Habitus)	16.5%	25%
Having personal facilities	100	80%
Facilities provided by the state	0	12%
Fear from the situation	82.4%	82%

3. Results

To evaluate to experience of online teaching, we should first enumerate factors implicated in the success of this emerging pedagogy. Then, an investigation of encountered difficulties in the Tunisian context proves vital to pinpoint causes of online teaching failure.

3.1. Factors Controlling the Online Teaching

Some factors intervene in controlling the quality of online teaching including interaction, student motivation, course structure, instructor knowledge and student perceived learning. (1) Online course interaction can take place with the use of both synchronous resources (video conferencing, audio networks, online chat rooms) and asynchronous tools (e-mail, message boards). Online classroom interaction has a positive effect on the perceived learning of learners [8]. As for Tunisian students and teachers, they are not used to experience such online interaction before the crisis. They surprisingly find themselves in face of this new situation. Both teachers (75%) and their students (80%) declare a lack of interaction due to online teaching. (2) Motivation is an internal force that motivates an individual to take action or move towards an objective. Motivation in an online class has a positive effect on the perceived learning of the students [8]. Really, Tunisian students become not quite motivated and all teachers have noticed a decrease of the discipline of their students. This situation was noticed by themselves (50.6%) and by their teachers (87.5%). (3) Course structure remains one of the major factors increasing the success of online teaching. Moore (1991) [9] defined the course structure as "expressing the rigidity or flexibility of the educational goals,

teaching strategies, and methods of evaluation of the program," and as "the degree to which an education program can accommodate or respond to the individual needs of each learner." The layout of the course is the utility of the topics and the arrangement of these topics in such a manner that a student makes it rational and understandable. An online class's course layout has a positive impact on the perceived learning of the students [8]. Tunisian students and teachers do not consider course structure as cause of failure of online teaching (4) In an online world, the task of a teacher is to promote, direct and evoke critical thinking for autonomous and responsible students, rather than using conventional teaching [10]. Being a strong teacher and getting reliable technical equipment is critical in online environments [11]. Awareness of the teacher and facilitation in online courses have a positive impact on the perceived learning of the students [8]. (5) A greater understanding of the success of online learning would be the perceived learning and academic satisfaction of students combined [12]. A high correlation between the average perceived learning of students and the happiness of learners in online learning was proposed by Richardson and Swan (2003) [13]. The perceived learning of students in online courses has a positive impact on the satisfaction of students [8]. According to Tunisian students (85.9%) and teachers (80%), students perceived learning has decreased during the pandemic due to the effect of some difficulties.

3.2. Difficulties of the Online Teaching in Tunisia

3.2.1. Innovation Rejection of Tunisian Teachers and Students

Factors that more commonly mediate the adoption of innovation by teachers; pedagogical tradition, disciplinary silos, time constraints, restricted opportunities for participation in professional practice groups, and lack of Agency and autonomy both impact the slow speed of school reforms, including the absence of the digital revolution.

3.2.2. Teacher Habitus

Worldwide, few studies have focused on the role played by the personal habits of teachers and students, i.e. their constitutive arrangements that form their attitudes towards digital technologies and their uses [6]. The habitus theory of Bourdieu represents the attitude of a single person, as a member of a social community, towards an object that will help decide how it will actually be used, irrespective of the possible uses that object may possess, encourage, or allow. As it is worldwide noticed [14], the habitus of 83.5% of students and 75% of teachers in Tunisia has not enhanced the use of this emerging pedagogy, leading a decreasing professionalism.

3.2.3. Economic Capital

The physical possessions of access to digital resources are important during pandemic situation. Material access between individual teachers is insufficient, with 80% of Tunisian teachers relying on private digital resources to

create and maintain contact with their students. On the other hand, 100% of Tunisian students deal on their own private facilities. Actually, these facilities are not well equipped computers; instead, they are mobile of recent generation containing software and hardware allowing a minimum of communication with their teachers.

3.2.4. Digital Cultural Capital

Regardless of economic capital, both teachers and families possess digital skills that give them significant cultural capital in their respective fields. However, there is often a difference between these skills and those needed to effectively perform digitally mediated schooling. The shortage of digitalization observed in Tunisian schools in 2020 is not due to habitus alone. However, it is important to obtain a better understanding of the situations that occurred when schools raced to close in March 2020 by analysing the condition through the prism of habitus.

3.2.5. Pandemic Fear

Fear of family lockout, fear of school failure and fear of losing social relationships are the most common types of danger that students and teachers/educators may face during the Coronavirus pandemic. These institutions were left in a predicament by the dissemination of COVID-19. It has contributed to poor emotional effects, such as doubts, concerns, and feelings of apprehension among students around the world. Fear itself has a negative effect on the psychological status of students and, in some cases, contributes to stigma. The condition leading to psychosocial issues, such as loss and prejudice, has also exacerbated the pandemic existence of COVID-19. Fear has dominated educational institutions, and has impeded the teaching and learning process; it has greatly affected the idea of e-learning. The fear of Tunisian students (82%) as well as their teachers (84%) has recently increased related to a worsening of the sanitary situation in the country. Fear is seen in various ways, including fear of safety, fear of losing out, fear of loss, fear of taking risks, etc. A main additional feature that dramatically worsens the academic climate in Tunisia is that people have created high burden of anxiety that brings colleges and universities under the pressure of accounting concurrently for two significant issues: Choosing an appropriate e-learning platform and monitoring the learners' high-fear environment. The current research therefore explores the significance of selecting an accessible and acceptable technology that during the instructional phase decreases the fear factor. The fear element may be considered as an external component added to the Technology Acceptance Model TAM. New pedagogical techniques such as the Google Meet app [15] are a relatively new application, and little study has centred on their role in the area of higher education.

4. Conclusions

Undoubtedly, pandemic will worldwide change education towards online teaching [16], Tunisian students as well as teachers agree on the failure of online teaching experience.

Many causes do intervene to pave the way for a bad climate impeding the information assimilation and transfer from teachers to students. Added to traditional skepticism for innovation of Tunisian teachers, demographic and sociological characteristics of the Tunisian population impede this change towards online teaching. After describing extant conditions regarding digitally mediated educational experiences during the initial Covid-19 phase in Tunisia based on emerging data, this paper identifies prospective issues in this area in the near future. While the transition to digital teaching and learning has the potential to bring about a number of challenges, early data suggests that a possibility of significant positive development may occur as well. As recommendations for the success of this new emerging pedagogy, logistic preparation of software and hardware of online is recommended. In addition, teachers as well as their students are to acquire the skills to reach the high efficiency. In terms of academic evaluation and follow up, performing this pandemic pedagogy needs further studies and investigation [17].

References

- [1] Keeffe, C. O., and McNally, S. (2020). Perspectives of early childhood teachers in Ireland on the role of play during the pandemic.
- [2] Kidd, W., and Murray, J. (2020). The Covid-19 pandemic and its effects on teacher education in England: how teacher educators moved practicum learning online. *European Journal of Teacher Education*, 43 (4), 542-558.
- [3] Yates, A., Starkey, L., Egerton, B., and Flueggen, F. (2020). High school students' experience of online learning during Covid-19: the influence of technology and pedagogy. *Technology, Pedagogy and Education*, 1-15.
- [4] Cheung, A. (2021). Language Teaching during a Pandemic: A Case Study of Zoom Use by a Secondary ESL Teacher in Hong Kong. *RELJ Journal*, 0033688220981784.
- [5] Radwan, A., and Radwan, E. (2020). Social and Economic Impact of School Closure during the Outbreak of the COVID-19 Pandemic: A Quick Online Survey in the Gaza Strip. *Pedagogical Research*, 5 (4).
- [6] Bourdieu, P., and Wacquant, L. J. D. (1992). *An invitation to reflexive sociology* (1st ed.). Chicago: Univ. Of Chicago Press.
- [7] Blume, C. (2020). German teachers' digital habitus and their pandemic pedagogy. *Postdigital Science and Education*, 2 (3), 879-905.
- [8] Baber, H. (2020). Determinants of students' perceived learning outcome and satisfaction in online learning during the pandemic of COVID-19. *Journal of Education and E-Learning Research*, 7 (3), 285-292.
- [9] Moore, M. G. (1991). Editorial: Distance education theory. *American Journal of Distance Education*, 5 (3), 1-6.
- [10] Huynh, M. Q. (2005). Viewing e-learning productivity from the perspective of Habermas' cognitive interests theory. *Journal of Electronic Commerce in Organizations*, 3 (2), 33-45. Available at: <https://doi.org/10.4018/jeco.2005040103>.

- [11] Michael, F. M., Maithya, R., and Cheloti, S. K. (2016). Influence of teacher competency on integration of ICT in teaching and learning in public secondary schools in Machakos. *Journal of Education and e-Learning Research*, 3 (4), 143-149. Available at: <https://doi.org/10.20448/journal.509/2016.3.4/509.4.143.149>.
- [12] Gray, J. A., & DiLoreto, M. (2016). The effects of student engagement, student satisfaction, and perceived learning in online learning environments. *International Journal of Educational Leadership Preparation*, 11 (1), n1.
- [13] Richardson, J. C., & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks*, 7 (1), 68-88.
- [14] Hollweck, T., and Doucet, A. (2020). Pracademics in the pandemic: pedagogies and professionalism. *Journal of Professional Capital and Community*.
- [15] Al-Marooof, R. S., Salloum, S. A., Hassanien, A. E., and Shaalan, K. (2020). Fear from COVID-19 and technology adoption: the impact of Google Meet during Coronavirus pandemic. *Interactive Learning Environments*, 1-16.
- [16] Sahlberg, P. (2020). Will the pandemic change schools?. *Journal of Professional Capital and Community*.
- [17] Schwartzman, R. (2020). Performing pandemic pedagogy. *Communication Education*, 69 (4), 502-517.